



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.7 Variety of assignments given and assessed for theory courses

(Other Relevant Information)

Submitted to

**National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment**



2.4.7 Other relevant information

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EDU 101 : Contemporary India and Education

PRACTICUM : Critical Analysis of Education Policies of Central and State Government

NATIONAL EDUCATION POLICY (2020)

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INTRODUCTION

Getting proper basic education is the breathright of each and every individual as per the Indian Constitution. The national education policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.



NATIONAL EDUCATION POLICY 2020

National Education Policy (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. It focuses on five pillars: Affordability, Accessibility, Quality, Equity and Accountability - to ensure continual learning. It has been crafted consistent with the needs of the citizens as a demand for knowledge in society and economy called for a need to acquire new skills on a regular basis. Thus providing equality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in United Nations Sustainable Development Goals 2030, forms the thrust of NEP 2020.

It is a progressive shift towards a more scientific approach to education. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

NEP 2020 consists of 4 parts and 27 chapters.

The policy is drafted by the chairperson of the National Education Policy drafting panel Mr. Krishna Swamy Kasturirangan.



MAJOR HIGHLIGHTS OF NEP 2020

1. Ensuring Universal access at all levels of schooling from pre-primary school to Grade 12.
2. Ensuring quality early childhood care and education for all children between 3-6 years.
3. New curricular and pedagogical structure (5+3+3+4).
4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
5. Establishing National mission on foundational literacy and numeracy.
6. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till grade 8 and beyond, will be home language / mother tongue / local language / regional language.
7. Assessment reforms - Board exams or upto two occasions during any given school year, one main examination and one for improvement, if desired;
8. Setting up of a New National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of knowledge for Holistic Development).
9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs)
10. A separate gender inclusion fund and special education zones for disadvantaged regions and groups



11. Robust and transparent processes for recruitment of teachers and merit based performance.
12. Ensuring availability of all resources through school complexes and clusters
13. Exposure of vocational education in school and higher education system.
14. Establishment of academic bank of credit.
15. NTA to offer Common Entrance Exam for admission to HEIs.
16. Setting up of State School Standards Authority (SSSA).
17. Holistic Multidisciplinary Education with multiple entry/exit
18. Setting up of Multidisciplinary Education and Research Universities (MERUs)
19. Setting up of National Research Foundation (NRF).
20. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education - the Higher Education Commission of India (HECI) with independent bodies for standard setting - the General Education Council; funding - Higher Education Grants Council (HEGC); accreditation - National Accreditation Council (NAC); and regulation - National Higher Education Regulatory Council (NHERC).
21. Expansion of open and distance learning to increase GER.
22. Internationalization of Education.

23. Professional Education will be an integral part of higher - education system. Stand-alone technical universities, health science universities, legal and agricultural



- universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
24. Teacher education - 4 year integrated stage-specific, subject-specific Bachelor of Education.
 25. Establishing a National mission for mentoring.
 26. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
 27. Achieving 100% youth and adult literacy.
 28. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
 29. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
 30. The centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
 31. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
 32. Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MOE).
- A goal of NEP is to increase the Gross enrolment ratio in higher education.



CRITICAL ANALYSIS

* The national Education Policy 2020 is a welcome and ambitious re-imagining of India's educative system into a modern, progressive and equitable one. Successful execution of this policy calls for dramatic simplification of decision-making structures and re-prioritization of budgetary resources in months and years to come.

* India today has around 1000 universities across the country. Doubling the gross enrolment ratio in higher education by 2035 which is one of the stated goals of the policy, which mean that we must open one new university every week for the next 15 years. Opening one university every week on an ongoing basis is an undoubtedly massive challenge.

* The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way we look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires a substantial amount of investment in classrooms and campuses.

* NEP is all talking about being modernised not only in thoughts but also in action. It emphasizes on Vocational education from elementary schools and the use of technology in education and that is to bring a change in planning, teaching and learning assessment. But we should not be



ignored by the fact that only 54.29 is the internet user percentage. Many students do not have access to the modernised technology and gadgets. The challenge is to think about how we will be able to cater the students who are excluded from these benefits.

* The policy's failure to address the side of the private sector in school education is disappointing. Nearly 40-45% of school students are enrolled in some form of private school and this proportion increases each year; at the secondary level, nearly two-thirds of all schools are under private management. This could have been an opportunity to break with the past and introduce a regulated investment framework for private provisioning in recognition of the reality that such schools are here to stay, but it seems to have been sidestepped.

* The NEP 2020 expects the allocation of 6 percent of its GDP in the education sector. Amidst an economic crisis, how is it possible for the center to raise funds is an excessively big question that must be addressed.

* Till now, there is a drag of rote learning within the Indian education system. Most of the exams are unit designed and are organized in such a method that requires mugging up of concepts in order to clear those exams. The knowledge acquired by simply mugging up things evaporates in a few months as a result of which we fail to recall the actual concepts. NEP has proposed to redesign the exam pattern.

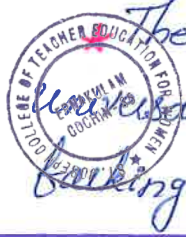


in such a way through which actual and true knowledge of a student could be tested. But how exactly this will be achieved is not clearly mentioned in the NEP draft.

* The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, and problem-solving abilities in the youth. A study suggests that over 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that it requires about 7 million more teachers to handle this burgeoning student population. Since teaching is one of the low paid profession in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.

* The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and caste and religious minorities, as it glosses over key concerns of access to education which have long prevailed. There is no comprehensive roadmap and coherent implementation strategy in place to execute this grand vision.

The NEP 2020 is silent on the RTE Act and universalisation of education will not be achieved without legal backing. There is no mechanism to link primary and



secondary education with the RTE. This is not binding on the centre/state legally. As the RTE forum said, in a statement: "The final policy talks about the universalisation of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be difficult."

* Under the National Testing Agency (NTA), a non-compulsory, application-based common entrance exam will be conducted to test conceptual understanding for admissions to all universities and colleges for undergraduate degrees. However, standardised testing is inherently problematic especially with a wide range of diversities as exists in India. No provision mentions lower cut-offs within these standardised tests for backward classes that are victims of an unlevelled playing field.

* Education being in the concurrent list, this policy needs co-operation from the states for acceptable execution. The NEP ignores the balance of power between the centre and states while making the decisions. Unsatisfactory answers to the states' concerns are bound to obstruct implementation.

* The NEP 2020 speaks of 'School readiness' which is an incredibly good concept. It has laid to give priority to a foundation of learning to every new learner that is added to the system. The question is here are the Anganwadi centres or primary schools were given the freedom to try new ways of learning. The question arises on how school readiness can be



with a proper infrastructural transformation. It is going to be exceedingly difficult of achieving the goal without procedural modifications and resource allocation as well as the fund.

* NEP 2020 is opening the doors for foreign universities to have campuses in India with the aim to stop the brain drain. But the question is are they going to provide or abide by the reservation policy of the country and take care of the economically poor students. Will such students get access to their campus?

The big concern is that will this step be able to motivate and encourage Indian students to stay back in the country and pursue their higher education? India has its own rich culture coming of the foreign universities in the Indian soil will bring western culture on its campus. Is India ready to accept that culture or we will be witnessing hooliganism on the campus every now and then. This concern has to look into with a border mind.

* NEP aims to create a knowledge economy. A knowledge based economy requires its pupils to develop a combination of skills and prioritizes scientific temperament to enhance employment opportunities. However, with growing economic hardship and educational expenses, the education of the girl child could be considered a 'luxury' and children with disabilities may not be able to continue formal learning.

* NEP talks of establishing a National Education Technology Forum to advance digital learning and e-content. The latter will be created in eight regional languages. This is a good move. But a road map will be needed to align graduates in



with job opportunities.

* Our system of education tries to suit the scholars into three categories after class 10 - Science, Commerce and Humanities. Students are allowed to select only one stream and if they select any stream, then they can't study the topic of opposite streams. And this is often very problematic because many students can have interest in more than one subject. For instance - if any student has chosen science stream but his interest also lay in economics and politics, then he was not allowed to study economics and politics. But now, the government has changed this through NEP 2020. Now, scholars can choose subjects with their own flexibility. After execution of NEP, a student can study history with chemistry, physics with politics. Students can study science, commerce also art subjects which is often a tremendous initiative.

* The tutorial 10+2 academic structure is to get replaced by 5+3+3+4. In 10+2 education system learning begins at the age of 6. But in the new education policy learning will begin at the age of 3. Pre school would be from the age of 3 to 6 years the 1 and a couple of subsequent 2 years. There would be the preparatory stage for the subsequent two years during which focus would be upon playing activities based classroom structure.

* According to NEP, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those counted which is a good initiative.



* When implementing NEP 2020, students willing to complete their graduation have to study for four years while one can easily complete his/her degree in diploma in 2 years. This might encourage the pupil to leave the course midway.

* NEP policy envisages a broad-based, multi-disciplinary approach in education with multiple entry and exit points with appropriate certification, which is actually good so that the students can complete the course at their own pace.

Appropriate authorities will conduct school examination for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.

* In NEP 2020, language is a negative factor as there is a problematic student-teacher ratio in India. Thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding competent teachers is a problem as well as study materials will be in mother languages upto certain grades.

* NEP will further increase the differences between the sections of the society. While students in government schools will be taught in their respective regional language, the students in private institutions will be introduced to English from the early classes. This will further increase students who will not be comfortable with English as they will be introduced to the subject about seven years later than the students in private schools.



* NEP 2020 noted that the current curriculum is based on rote learning. The policy also specifies the reduction in the content of subjects to core essentials to enhance critical thinking, inquiry-based, discussion-based, discovery-based and analysis-based learning. The reforms also includes hand-on-learning and arts/sports integrated learning.

* The NEP 2020 also states that national professional standards for teachers will be developed by 2022. The standards will specify expectations from a teacher at different levels of expertise. These standards will be revised in 2030 and thereafter every 10 years to ensure the efficacy of the systems.

* Students will get 360 degree holistic report card, which will not only inform about the marks obtained by them in subjects, but also their skills.



CONCLUSION

While numerous portentous promises are made by the NEP, 2020, they are scarcely time-bound or guaranteed. If implemented it will be a landmark within the history of education among Asian nations. The policy is holistic, comprehensive, so hawk-eyed and can definitely play a significant role within the nation's future growth and development.



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ED010301- ENVIRONMENTAL EDUCATION

SEMESTER III

PRACTICUM -II

A PROPOSAL FOR OBSERVATION OF ENVIRONMENTAL DAY

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INTRODUCTION

An environmental Day proposal is a formal proposal that outlines various Programme Plans and strategies that seek to promote environmental awareness and conservation. The proposed project can either focus on one or a number of environmental issues. There are many ways people can protect and care for the environment. Environmental conservation and promotion can come in various shapes and sizes too. There are big-ticket projects like the construction of renewable energy plants. But love for the environment can also be expressed in the little day-to-day choices and activities people engage in. It does not always have to be anything grand or major, even the smallest effort counts. Schools or civic organizations can organize cleanup drives in their communities. There are dozens of ways to encourage and practice environmental conservation and awareness.

First held in 1973, World Environment Day is described as “a global platform for inspiring positive change” by the United Nations Environment Programme (UNEP), the organization that created it. It is now the largest global environmental event, with millions of people in more than 150 countries participating. The idea is to engage “governments, businesses, civil society, schools, celebrities, cities and communities [in] raising awareness and celebrating environmental action”.

The 2022 World Environment Day, hosted by Sweden, campaigns for “collective, transformative action on a global scale to celebrate, protect and restore our planet”, encouraging everyone, everywhere, to live sustainably and take action on the climate crisis. This year marks 50 years since the first global environment summit. The 1972 United Nations Conference on the Human Environment in Stockholm led to the founding of UNEP.

The United Nations designated 5 June as World Environment Day to highlight that the protection and health of the environment is a major issue, which affects the well-being of peoples and economic development throughout the world. The celebration of this day provides us with an opportunity to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in preserving and enhancing the environment.



The year 1972 marked a turning point in the development of international environmental politics, with the first major conference on environmental issues, known as the Conference on the Human Environment, or the Stockholm Conference. Later that year, on 15 December, the General Assembly adopted a resolution (A/RES/2994 (XXVII)) designating June 5 as World Environment Day and urging "Governments and the organizations in the United Nations system to undertake on that day every year world-wide activities reaffirming their concern for the preservation and enhancement of the environment, with a view to deepening environmental awareness."

Environmental Day Celebration Proposal

Recycle

Letter Campaign

Buy Recycled : Switch to recycled content paper cups, plates and napkins for class parties

Environmental Curriculum

Less Toxic : Wipe up ants with soapy water instead of spraying them with insecticide first

Become a Collection Site (fund raiser)

Waste Prevention : Allow homework written on the back of used paper and set up swap area for used school supplies

School Composting : Use chicken wire to make a composting hoop and fill according to composting directions.

EXAMPLE OF A CHALLENGING PROGRAM:

- **KICK OFF EVENT:** Hire a school assembly group with a recycling theme to introduce the EAPS program, and/or allow some student volunteers to perform a skit about the program in which they act out the four actions your Green Team has selected
- **RECYCLE:** Begin recycling cardboard and food cans from the school kitchen
- **BECOME A COLLECTION SITE:** Become a drop-off/collection site for California Redemption Value (CRV) containers including aluminum, plastic and glass
- **ENVIRONMENTAL CURRICULUM:** Do a four-week curriculum for the whole school



- **LETTER CAMPAIGN:** Conduct a school-wide letter campaign to manufacturers
- **HAVE A PARTY:** Have a big Earth Day party commemorating hardest workers and raffle off recycled content sports equipment you bought with some of the CRV proceeds.

INSTRUCTIONS

All steps in the program are optional except for completing four Action Areas and turning in a Certification Report Form. Your program may run more smoothly and effectively, however, following the suggested steps and using the Checklist in the Toolbox will help too. If any of the steps will hinder your school's progress in completing the program, don't take them!

Step Purpose and/or Benefits Assemble a GREEN TEAM

Typical Green Teams are made up of around six people. A planning team can help the school decide which Action Areas to choose and which of the other program steps are appropriate for your school. This guide provides detailed information on how to complete each Action Area and all the program steps, but a planning group can work out who will carry out various tasks and details of the program. If responsibility is organized and distributed through a planning group, the program may have better potential for success, with less inefficiencies or roadblocks. See the Green Team Discussion Points in the Toolbox link.

CONDUCT A WASTE ASSESSMENT

You may be unaware of and surprised by what your school is throwing away, and the related costs. Conducting a waste assessment will help you discover this. A waste assessment can be very informative and can lead you to see which Action Areas will be the most effective towards reducing waste and, if there is potential for saving money in avoided disposal costs. You can find a Waste Assessment Tool in the Toolbox.

Choose your four ACTION AREAS

The Action Area pages describe how to complete each of the eight Action Areas. Each Action Area page has been kept to two pages or less for simplicity. If more information is needed in any area, the Resources on page 30 of this guide lists many sources of federal, state and local assistance, or, you can contact your EAPS program coordinator. Make a **WRITTEN PLAN** Writing up your school's plans on how the program will be executed can keep you from having to rethink things



over again and keep the program streamlined and on track. It can also serve as a reminder as to what tasks each person is assigned. The sample written plan in the EAPS Program Guide can serve as a template.

Step Purpose and/or Benefits SCHOOL COMMUNITY ANNOUNCEMENT

This step lets staff know that the school is participating in the program. Staff awareness of the program is important because the more school personnel who know what is going on, the more support can be ‘on the ready’ throughout the school. The student body as a whole can be readied to participate in the program and will be made aware of the four Action Areas the school has selected to pursue. Students can be instructed to take the School Announcement home and have it initialed by parents so they can provide support to their student in the program and possibly get caught up in the enthusiasm. One of the goals of the EAPS program is to increase awareness of environmentally beneficial actions, behaviors, and attitudes. Introduction to the program can begin to bring people in the school community into the program and its ideals. You can find the School Announcement in the Toolbox.

KICK-OFF EVENT

A kick-off event can, of course, add lots of strength to the program. Elected officials, media, parents, community organizations, sponsors and local businesses could be invited. See kick off and momentum building (page 24) for kick-off event ideas.

LETTER TO POTENTIAL SPONSORS

Finding sponsors can help pay for costs the program may incur. See page 29 for a sample sponsor letter.

RESOURCES

See the Resources (pages 30-31) for information, assistance and free materials that can help your school develop excitement and share knowledge about reducing waste. Many great federal, state and local resources are available to schools and can be found in this section.

COMPLETE YOUR CERTIFICATION REPORT



This is your chance to tell us all the work you did to Certify in the program. We want you to boast, brag and shine in your report. The information in the report will be used in the Summary of Actions you receive. Since the Summary will be for display at the school and ready to copy and disburse to sponsors, parents, local officials and helpers in the EAPS program, make sure not to leave anything out. Go to the Toolbox to find the Certification Form.

CERTIFICATE OF COMPLETION AND SUMMARY OF ACTIONS

When you receive your Certificate of Completion and Summary of Actions, hang them up in a prominent place. Be proud. Announce over the intercom system that the school is a Certified Environmental Action Program School and read the Summary of Actions to all. Encourage students, staff and helpers to revel in the accomplishment - the Earth is a better place due to their efforts!

CONDUCT A WASTE ASSESSMENT

Knowing what you have is the first step to knowing what to do about it. A waste assessment can be rich with information. Most schools generate basically the same types and percentages of wastes (see pie chart). However, specific information about how much and where waste is being generated can guide you to the most effective waste reducing activities.

The following five steps can help you evaluate your school's needs to get the most 'bang for your buck' from your efforts and resources.

STEP ONE: Determine how much your school is spending on waste removal.

Using information from the school's most recent garbage bill, begin to fill out the Waste Assessment Tool found in the Toolbox.

STEP TWO: Prepare for your walk through.

Be sure to bring or do the following prior to your walk through:

- Clip board and writing instrument
- Waste Assessment Tool



- If possible get a copy of a school site map (or draw your own) to mark where waste cans, recycling bins and dumpsters are located (see sample at right)
- Ask one or more custodial to staff accompany you on the walk through for assistance in locating all the trash cans, recycling bins and dumpsters on site.
- If trash is in clear bags it will be easier to see what is in them. If clear trash bags aren't used at your school, you may wish to ask custodians to use clear bags for a short period of time (during the week you are completing this Waste Assessment).
- Try to schedule the walk through at a time when all or most receptacles will be full. Custodial staff or your garbage company should know when this is. If you do your walk through after the trash has been collected, there won't be anything to see!

STEP THREE: Site walk through.

On the walk through, try to be as thorough as possible. Visit every trash can, recycling bin and dumpster. While doing so, fill out the Waste Assessment Tool. Ask the custodian or personnel for each area to tell you what kinds of wastes are typical of that area. Mark on the school site map the location of each trash can, recycling bin and dumpster by writing a 'T', 'R' or 'D' respectively, or use some other system you like. Peek inside each receptacle to see what is inside. Make notes accordingly on the Waste Assessment Tool. Fill out each column as best you can. The column farthest to the right, 'Possible waste reducing activity that could be started or expanded', can be filled out during or after the walk through.

STEP FOUR: Determine what should be targeted for reduction. A good choice would be one or more materials that are generated in large quantity AND have the potential to be reduced, reused, recycled or composted or switched for something less toxic. Look over the Action Areas to see if there are some 'natural matches'. For example, if in your waste assessment you see significant amounts of: Soda cans and bottles...then consider the 'Become a Collection Site - Fund Raiser' Action Area. Grass and yard trimmings... then consider the 'School Composting' Action Area. Toxic products containers... then consider the 'Less Toxic' Action Area. Paper products...then consider the 'Buy Recycled' Action Area and buy paper products with recycled content.



Ketchup packets... then consider buying ketchup in large serving containers for the 'Waste Prevention' Action Area. Your waste assessment could even be used to decide which manufacturer staff members could write to for the Letter Campaign Action. For example, you could write to a manufacturer if you see that a product could have been made differently to make it easier to recycle, break less easily, or could have been packaged with less or recycled packaging.

LETTER CAMPAIGN -ACTION AREA

Purpose/goal: To help students learn how to make a difference in their global community and increase awareness of the environmental impact related to the products they use.

To satisfy this Action Area: Students should write a letter to a company requesting an environmental improvement. Staff can write letters too if they wish! A copy of this page can be shared with students to give them ideas. Have you ever bought something and felt it had too much packaging? Most people probably have. Have you ever looked at a newspaper or book and wondered if the ink they used was harmful to the environment? Probably not. How about this one; have you ever written to a manufacturer to ask them to change something they do to benefit the environment? After this assignment, that's what you will have done. Most people feel they have no voice when it comes to decisions big companies make. The truth is, you do have a voice, and manufacturers want to hear your ideas, comments and suggestions. They make money because they sell products you want to buy. So if you tell them you want better environmental practices in their products, there is a good chance manufacturers will take it into consideration. Your assignment today is to go shopping! Find a product you like that has room for improvement in an environmental sense. You don't have to buy it. Find the name and address of the company and write it down. Make a note of what you think could be changed about the product or packaging that would make it better for the environment. Later, write a short letter to the company on your own piece of paper or stationary.

School Composting

Over one third of the garbage generated by the average school is made up of cafeteria food scraps, leaves and green waste. The four basic types of composting systems successfully used in schools include:



- 1) Food composting with indoor worm boxes.
- 2) Food composting with outdoor worm boxes.
- 3) Landscape composting with standard outdoor compost bins.
- 4) Combination food and landscape composting, using both kinds of bins.

Each composting system is described in brief below.

1) INDOOR WORM COMPOSTING:

Indoor worm composting can be accomplished by setting up worm bins in classrooms and/or common areas. You should use one bin for each classroom. Most teachers prefer the 10 to 14 gallon plastic storage bins. Bins need 1/8" holes drilled in the sides, top and bottom. They also need newspaper shredded into 1" (or smaller) strips. Fill the bins to two-thirds with the newspaper. Worms can be ordered through the mail. Worms are a bit pricey, up to \$20 a pound through the mail, so you might want to consider a sponsor or talk to a worm supplier to see if you can get a bulk discount.

Bait shops sell red worms (the only type you should use) and so do some nurseries; however, these are more costly than ordering by mail. Each bin will need around a half pound of worms to start, although a pound is recommended (worm populations can double in three to six months). When you get your worms, wet the newspaper in the bin with a spray bottle until it is as wet as a wrung out sponge.

Sprinkle a handful of dirt on top (worms have gizzards and therefore need grit to enable them to digest food). Then pour out the worms on top. They will burrow down into the newspaper. Worms do not like light and seek out dark places. Begin to feed your worms after a few weeks. They will have acclimated to their new surroundings by then and will have eaten some of the newspaper during this time (newspaper is good for them as is cardboard and other paper). They should always have a three to six inch layer of shredded newspaper over them. Their surroundings should always be as moist as a wrung out sponge. Use a spray bottle to keep bedding moist as needed. Use a burlap cover over the newspaper if your bin becomes too dried out on a regular basis or to avert fruit flies.



Purpose/goal: Schools and the environment can benefit from composting because it saves money, energy, water and landfill space. Composting teaches students about the environment and can easily be integrated into many areas of study like Math, Science and English. Composting gets students outside and teaches them to work together and to manage a project. It produces a soil amendment to use in school gardens and gives students a product to sell for fund-raising. It is a great way to build self-worth and self-esteem and can encourage students to compost at home.

To satisfy this Action Area: Your school can choose one of the four composting systems described below, or you may design your own composting program. Your composting system must be actively used on site to compost materials generated at the school.

CONCLUSION

Environmental day celebration in school is a valuable opportunity to educate students about the environment and inspire them to take action to protect it. By engaging in various activities such as nature hunts, hikes, clean-ups, tree planting, recycling, and reuse programs, students can learn about the benefits of conservation and sustainability. They can also connect with local initiatives and global campaigns that aim to raise awareness and foster positive change. Celebrating environmental day in school can help students develop a sense of responsibility and appreciation for the natural world and their role in preserving it for the future. The importance of environmental day celebration in school is to: Learn about the environment, participate in conservation activities, and learn about ways to help in the future. Increase awareness among students about the importance of the environment and the need to protect it. Commune with nature, create new environmental programs, use nature-centered lesson plans, and work on earth-centered activities. Plant trees or a garden, set up a reuse program, begin a recycling program, and connect students to local initiatives.



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EPA Website

www.epa.gov with great pages for kids, students and teachers.

Educational Resources Information Center (ERIC) (800) 276-0462 or NSCEP@bps-lmit.com

Some Free EPA Publications (800) 490-9198

For a full alphabetical listing of publications,

visit: <http://nepis.epa.gov/EPA/html/pubalphaindex.html>

Cool the Earth Global Warming Program—

www.cooltheearth.org or call (800) 474-9804

Kid's Corner from Allied Waste of Contra Costa

and Solano Counties— www.alliedwasteservicesofcontracostacounty.com/kids.cfm

Bay Area Junk Mail Reduction Campaign— www.stopjunkmail.org

Plastic Bag Recycling— www.plasticbagrecycling.org/plasticbag/index.html

GreenBiz.com— www.greenbiz.com

The Imagination Factory, creative recycling by making art— www.kid-at-art.com

Laptop Lunches, bento-style no waste lunchboxes— www.laptoplunches.com

[Report Writing on Environment Day \(byjus.com\)](http://byjus.com)

[World Environment Day: History, importance and why is it celebrated - Times of India \(indiatimes.com\)](http://indiatimes.com)



St. Joseph College of Teacher
Education for Women, Ernakulam

EDU 206.1 : Analysis of Prevailing
Assessment Practices in
Schools



Submitted to,
Ms. Anu Cleetus
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10/8/22

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Analysis of Prevailing Assessment Practices in School

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7. Name of the school : St. Teresa's Convent Girls' Higher Secondary School, Eranakulam.
8. Type of school : Government / Aided[✓] / Unaided.
9. Name of the syllabus followed : State[✓] / CBSE / ICSE.
10. Name of the prevailing assessment practices : CE[✓] / CCE / Any other.
11. If any other, specify :
12. Prevailing assessment system : Grading / Marking[✓].
13. Type of grading : Direct[✓] grading / Indirect grading
14. Area of assessment :
 - Scholastic
 - Co-scholastic
 - Non-scholastic.
15. Modes of assessment : Oral[✓] / Written[✓] / Activity[✓]

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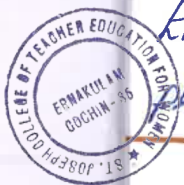
INTRODUCTION

"Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning"

Huba and Freed, 2000.

Assessment is the systematic collection, review and use of information about educational programs to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have attained. It is concerned with the collective impact of a program on student learning. Through a variety of measures, students are assessed to determine whether or not they are achieving the learning outcomes.

Assessment results provide information that helps the faculty determine how they might improve courses and or programs through changes in curriculum, teaching methodologies,



course materials, or other areas. It provide comparative data that can give valuable information on how well the students are meeting the learning outcomes. It works as a roadmap to let the teacher know if all the objectives set out at the beginning of the lesson have been met or not. Assessment also work as an excellent feedback mechanism to let the student know about their progress. Through appropriate assessment, teachers can classify and grade the students, give feedback and can structure their teaching accordingly.

OBJECTIVES

- ★ To understand about various assessment practices that are followed in schools.
- ★ To understand about the need for assessment for student achievements.
- ★ To evaluate the relevance and significance of the various assessment practices.
- ★ To study the effectiveness of different assessment practices.
- ★ To analyze the merits of the existing system of evaluation.
- ★ To understand the suitability of the evaluation system.
- ★ To familiarize with latest trends in evaluation.

PREVAILING ASSESSMENT PRACTICES IN ST. TERESA'S CONVENT GIRLS' HIGHER SECONDARY SCHOOL, ERNAKULAM

As part of BEd programme we the student-teachers of the academic batch 2021-2023, got an opportunity for teaching practice for a period of one month. The induction programme was from 11th of July to 5th of August, 2022. The school that I got for the induction was St. Teresa's convent girls' higher secondary school which is situated in Ernakulam. According to the syllabus of the second semester we all were asked to analyse the prevailing assessment practices conducted in schools, which comes under the paper 'Assessment for learning (EDU 203)'.

During my induction programme, I interviewed Mrs. Roly Anko, biology teacher of St. Teresa's school to understand about various assessment practices followed in the school. Teachers in the school uses various student assessment methods to measure the effectiveness of their own teaching and to link student performance to the specific learning objectives. The school follows a continuous evaluation system to evaluate student's progress throughout their academic year. Continuous evaluation enables the teachers to understand the strengths and weakness of each student.



The various assessment tools used by the biology teacher to assess her students are given below:

Projects

Project method is given by the teacher to the students in which they solve a practical problem over a period of several days or weeks. The projects are planned and executed as far as possible by the students themselves and necessary guidance is also given by the teacher. Project work focuses on applying specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking and self-confidence. 'Learning by doing' is the major principle of this method. Usually the project method enables to connect with the realities of the actual life.

Seminars

Teacher assigns different topics to the students on which each student have to take class. Students are asked to prepare a rough draft that clearly outlines the content they are supposed to present in the class. After the correction of the rough drafts students have to take the seminar in front of the whole class and the teacher assess the students. Seminars not only helps in academic understanding but to develop a wide range of personal and key skills. It really improves the confidence level and communication skills.

Assignments

Teacher gives the students different topics based on the chapters they have already learned. So the students get involved in an in-depth reading of the topic and thus get thorough with the content. Any exercise given by the teacher to pupil as part of the lesson or any follow up work is also considered as assignment. The teacher ensures to provide timely feedback to the students after the correction of assignments. If the students haven't done it properly, the teacher asks the students to rewrite the content. Teacher is really strict in the timely submission of assignments. The marks are provided according to the content and for the systematic way of presentation.

Group Discussions.

Group discussion on a study topic plays a vital role in understanding the topic. It's a common platform for students to share their ideas, thereby giving an opportunity to exhibit not only their knowledge, but also to understand and enhance their learning by absorbing the thoughts of other people. Teacher gives a topic from the textbook and gives sufficient time for the students within the groups. A student from the group is called out randomly and is asked to present the points they have discussed in the groups. The marks are given based on presentation skill and for the valid points.

Debate

Debate is a creative and collective process of eliciting all related facts of a topic. It enables the participants to enrich their knowledge through healthy dialogues. Teacher provides a relevant topic to a group of students. Two panels of students are selected to argue for and against the topic. Both the panels can raise their views and arguments on the topic. The teacher acts as guide and moderator and will facilitate the debate. Teacher analyses the viewpoints of the panel and scores the students.

Student Portfolios

Student portfolio is a collection of student's work that demonstrate their learning and students' growth. Portfolio shows learners' artistic, creative, innovative, rational, comprehensive and conceptual growth. It gives a proper idea on the strengths and weaknesses of the student. The data is properly filed and stored.

Quiz

Teacher conducts surprise quizzes for students related with the teacher-taught topics. Frequent quizzes gives the teacher an idea of how well the class understood the content. In addition, students also pay closer attention to the learning material when they are expecting to be quizzed.

Questioning Technique

Teacher always asks questions to the students based on their previous class as well as in between the classes. It helps to develop interest and motivate students to become actively involved in lessons. It helps students to improve critical thinking and drive them to clear ideas. It really helps the teacher to assess students' learning.

Test papers

A class test is taken after the completion of a lesson. It is taken to test the knowledge, skills and aptitude acquired by the students. It helps the teachers as well as the students about their academic progress.

The marks are recorded and documented for the assessment.

Other examinations.

Mid term exams and annual exams are also conducted during certain months. Half of the portions will be included for mid term exams whereas for the annual exam the entire portion will be included. The students are also assessed based on the marks obtained for the exams.

CONTINUOUS EVALUATION

Evaluation is an integral part of teaching-learning process. It stands for assessment in all the educational outcomes and outputs that are brought about as a result of teaching learning process.

In St. Teresa's CGHSS, students are evaluated through continuous evaluation. Students undergo assessment on a regular basis with the help of assessment tools like projects, seminars, assignments, group discussions, debate, quizzes, class tests, mid-term exams, annual exam and student portfolio. The students are given marks or scores according to their academic performance and it is converted into grades. Continuous evaluation helps the students to receive appropriate feedback from the teachers and allows them to focus on topics they have not yet mastered.

Scores	Scores in Percentage	Letter grade	Value points	Interpretation
45-50	90-100	A+	9	Outstanding
40-44	80-89	A	8	Excellent
35-39	70-79	B+	7	Very good
30-34	60-69	B	6	Good
25-29	50-59	C+	5	Above average
20-24	40-49	C	4	Average
15-19	30-39	D+	3	Marginal
10-14	20-29	D	2	Need improvement
Below 10	Below 20	E	1	Need improvement



GRADING SYSTEM

Grading enables to communicate measurement of students achievement. It helps in the classification of students on the basis of predefined standards. Grades convey students performance with reference to specified criterion and also the relative position of students in the class.

CO-SCHOLASTIC AREAS

Co scholastic activities are designed and balanced with the academic curriculum. Students are also evaluated based on their involvement in co-curricular activities.

Co-scholastic areas includes the following :

- * Thinking skills - Various tasks which include problem solving, decision making, critical and creative thinking.
- * Social skills - These skills include interpersonal relationship, effective communication and empathy.
- * Emotional skills - covers managing emotions as well as dealing with stress eg: Meditation.
- * Visual and performing arts - Music (vocal and instrumental), dance, drama, painting.
- * Attitude and values - Students are taught the importance of good values and attitude towards teachers, school-mates, school programs and environmental and value systems.

SIGNIFICANCE OF EXISTING ASSESSMENT PRACTICES

Continuous evaluation and grading system are the major assessment practices followed in St. Teresa's CGHSS, Ernakulam.

Assessment is an integral part of instruction as it determines whether or not the goals of education are being met. Continuous evaluation helps to evaluate the multi-dimensional competencies of the learner with regard to the practicability and nature of the subject. Students are assessed by various tools such as projects, seminars, assignments, class tests and so on in continuous evaluation. Each work assigned to the student is based on the significance of the content and is guided by the teacher accordingly. This allows the student to constantly and consistently demonstrate their level of knowledge which cannot be accomplished with a final examination alone.

Continuous evaluation helps the teacher in knowing about their efforts side by side and so they can improve accordingly. As the teachers provide the students with necessary feedback, it will help them to know their progress with regard to different aspects of education and thus they can remedy the same by taking proper guidance and making more efforts. The pressure of continuous evaluation can

ensure optimum performance of the teachers.

Continuous evaluation is cumulative in the sense that there is continuity in the collection and assessment of data. Each score adds to previous one. Thus the student's performance at the end of the term or year is based on cumulative scores from series of assessment instruments. As the continuous evaluation is comprehensive, it assesses cognitive, affective and psychomotor activities in the learner.

The existing assessment practices followed in St. Teresa's C.M.S. School is really significant for evaluating the students in right manner. The assessment mainly focuses on investigative activities, interactive activities, practical based activities, performance based activities and assigned tasks.

The importance given to the co-scholastic areas helps them in improving their various skills and abilities within them. It will help to bring a balance in learner's mental development, which will help them flourish in all social, emotional, thinking and attitude. It helps the students to show their talent beyond academic activities.

SUITABILITY OF THE EVALUATION SYSTEM

Continuous evaluation evaluate student's performance to gauge the essential domains of development. It is a continuous process planned periodically in the forms of various assessment parameters. The school follows an appropriate evaluation that helps to upgrade and strengthen various abilities of student. As the evaluation is prompt and reliable, the teachers can easily identify the potentialities of the learners both in scholastic and co-scholastic areas.

Projects submitted by the students are evaluated based on the comprehensiveness in planning, recording of data, accuracy in analysis, language style and the presentation skill. Seminars helps to analyze the planning and organization of topic, sufficiency and relevance of the topic, fluency, spontaneity and the communication competence of the student.

Debate is evaluated based on the relevance and logic of the facts and concepts presented. Assignment is assessed based on the systematic expression of the ideas and time bound completion. The evaluation criteria of group discussion is the behaviour in group, reasoning skill and communication skill. Questioning technique used by the teacher helps to judge the level of

understanding of the students. Examination helps to understand the academic level.

Continuous evaluation provides a more accurate and complete picture of the learner's level and their understanding of what they have learned. With various assessment criteria, students learn as they go through each content thoroughly, rather than cramming everything in at the end of the course or grade in order to complete an exam. Over time, assessment which is continuous helps in setting better standards for learning and performance.

Teachers gather data over a long period of time so that it will help the teachers to diagnose and give remedial instructions to the learners.

Continuous evaluation encourage regular assessment that helps in constructive criticism and enables the teachers in prolific teaching. The more informal way of testing other than examination helps to reduce stress, anxiety and fear of the students.



CRITICAL ANALYSIS OF THE EVALUATION SYSTEM

The success of the teaching and learning process depends on the ability of the teacher to use appropriate methods in teaching process as well as in assessment. It is indeed commendable that a plethora of assessment techniques are used by the teachers of St. Teresa's CGHSS. Grading system is considered an integral part in education to assess the overall performance of students.

The grading system lowers the pressure of getting high marks as the students are given grades by converting their scores. In continuous evaluation, when students are taught a concept or subject, they develop a sense of responsibility to work upon their parts to complete their assigned works related to that particular topic. Thus, it helps in building a sense of engagement among students. The grading system makes it possible to create discrimination among the students. The studious can be easily identified from the average and below average students. This makes the teachers to focus on teaching average students in a much effective manner and making concepts clear to them. This method has also brought the advantage to the students that their grading will be assessed based on their performance in assignments, seminars, projects, group discussions, debates, answering abilities and their overall performance in examinations.



Earlier marks obtained in the exams were the only indicator whether a child is studying or not. But, the continuous evaluation analyzes whether a child understands the concept or not. It also gives the students an obvious idea about their weaknesses and strengths.

Grading system also has demerits. It could demotivate the students who perform higher because they stand equal to those making less efforts. For instance, grade A+ will be assigned to all those scoring from 90 to 100. So the students who made no mistakes and those who made few, all will stand equally at one grade. The students just focus on attaining the passing marks instead of putting their main focus on getting highest marks. This would result into decreased competition among the learners.

The importance given to co-curricular activities by the school is really appreciable. It fosters the socio-emotional development of the students. The students are evaluated based on their talents.

SUGGESTIONS REGARDING EXISTING ASSESSMENT PRACTICES

The topics given for the students for doing certain activities are mostly textbook based. Teachers could try to give topics that could relate with real life situations and help them to think outside the box. It will help in the development of their creativity and imagination.

Teachers could give tests which focuses on application level questions rather than to check the rote learning ability and memory of the students. If students are constantly bombarded with questions that require only low levels of intellectual involvement, they tend to think accordingly. Conversely, students who are given questions based on higher levels of thinking will tend to think more creatively and divergently.

The incorporation of peer evaluation will be really beneficial. Peer assessment or peer review provide a structured learning process for students to critique and provide feedback to each other on their works. It will help students develop skills in assessing and providing feedback to their friends and also equips them with skills to self-assess and improve their own work.



The students must be given chance to evaluate teachers. Such an evaluation will enable the teachers to identify current strengths and weaknesses, and to work harder in the areas that need development.

CONCLUSION

Assessment helps to gather relevant information about student performance or progress, or to determine student interests to make judgements about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. Continuous evaluation provides day-to-day feedback about the learning and teaching process. The continuous monitoring will allow the students to become more active and engaged in their learning process. The study enabled me to understand the various assessment practices followed in St. Teresa's CCHSS, Ernakulam and helped me to understand the various merits and demerits of the evaluation system.

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REFLECTIVE JOURNAL

Description : As part of BEd programme practical EDU 206-1, which comes under paper EDU 203 - Assessment for learning, a study was conducted to understand the prevailing assessment practices followed in the schools. For my induction I got St. Teresa's Convent Girls' Higher Secondary School, Ernakulam. Different assessment practices undertaken in the school was analysed.

Feelings : The practical gave me to understand about various assessment techniques followed by the teacher and it was really good experience for me. The teacher was really cooperative during the interview session that helped me to collect a lot of information.

Evaluation : Teacher shows great interest in the identification of the potential of the each student. The school follows continuous evaluation and ensures that each student is benefitted in their learning outcomes. The assessment is carried out in a systematic way.

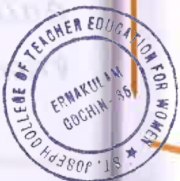
Analysis : The appropriate evaluation enabled me to understand the assessment practices and its merits and demerits. A good assessment by the teacher to guide the students in a correct path.

Conclusion : Various assessment tools are used by the teachers to identify the strengths and weaknesses of each student. Proper assessment helps to review and monitor teaching-learning strategies and process.

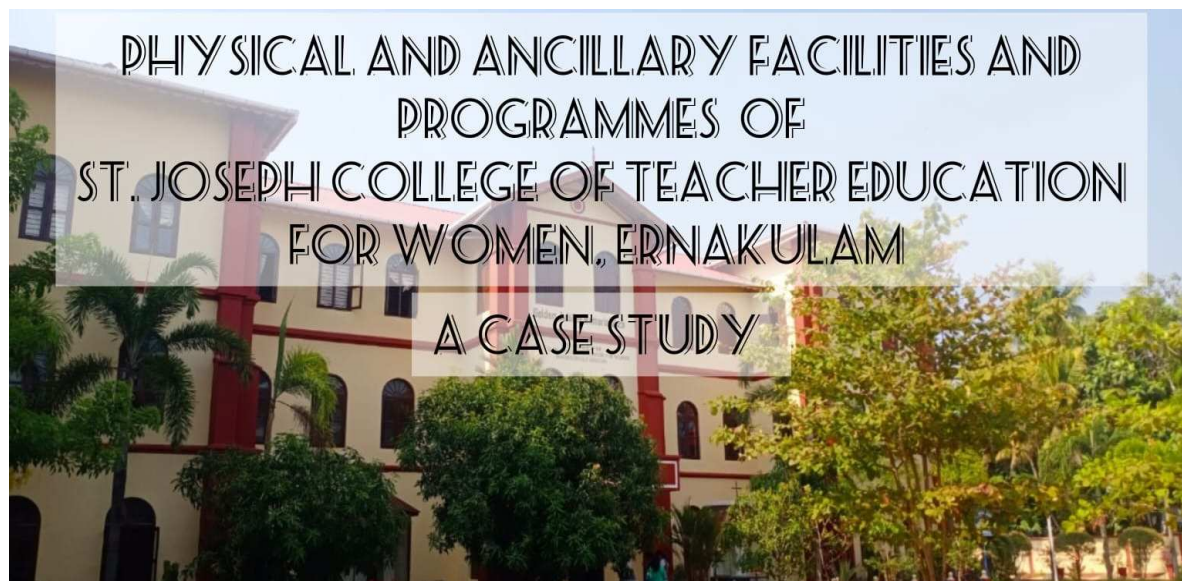


Action plan : The analysis of assessment practices enabled me to understand what all techniques can be used for attaining the specific learning objectives by the learner. I also realized what all activities should be included for better results.


20/6/2022



D.El.Ed INSTITUTIONAL CASE STUDY



*“Teaching is more than imparting knowledge; it is inspiring change.
Learning is more than absorbing facts; it is acquiring understanding.*

-William Arthur Ward

INTRODUCTION

Teacher education refers to the policies, procedures, and provisions designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The Kothari Commission (1964-66) stated that a sound programme of professional education of teachers is essential for the qualitative improvement of education. According to the Goods Dictionary of Education, Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity, and teacher motivation. The National Council for Teacher Education has defined teacher education as - A programme of education, research, and training of persons to teach from pre-primary to higher education level.



Teaching is a highly complex activity. This is partially because teaching is a social practice that takes place in a specific context (time, place, culture, socio-political-economic situation, etc.) and therefore is shaped by the values of that specific context. Teachers can craft or blight a nation. Teaching is a Jugglery of words, which needs to be practiced through the proper training, and acquisition of various skills, competencies, and relevant knowledge about the learner and the subject matter in the contemporary world. Teacher education refers to the policies, procedures, and provisions designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. Those professionals who engage in this activity are called Teacher educators.

It is now at the fork of the fullness of vision in a fascinating world of immediate gain in every endeavor and worries and frustrations in fruitless teaching sans joy, sans freedom, and creative adventure. The National Policy on Education (1986) also stated that the status of teachers reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of their teachers. Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teaching- learning than merely dealing with duties, responsibilities, and classroom assignments. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.

The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. Teacher education is based on the theory that □Teachers are made, not born contrary to the assumption, □Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge but also skills that are called □tricks of the trade.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

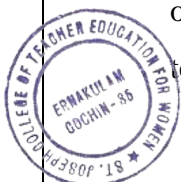


Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary, and Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education. Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content), and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators.

From 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it- Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical Theory + Professional Skills.

Thus, all our teacher education programs give teacher candidates a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work. Teacher candidates are expected to understand students' ability levels, interests, and learning styles. They should demonstrate instruction that reflects the diversity among all learners. The investigator tries to find out whether the teacher education institutions provide adequate facilities to the student teachers and to investigate the proper functioning of the same. Good teachers build on their students' interests, orientation to learning, and hopes. Similarly, teacher education programs should offer teacher candidates opportunities to individualize and personalize their preparation as teachers.



1.3 STATEMENT OF THE PROBLEM

An educational institution performs a significant function of providing learning experiences to lead its students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers so that the future of a nation is secure. The 2 importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demand and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The present study is undertaken to find out the programmes and facilities provided to student teachers. Hence the study is entitled **PHYSICAL AND ANCILLARY FACILITIES AND PROGRAMMES OF ST. JOSEPH COLLEGE OF TEACHER EDUCATION, ERNAKULAM:A CASE STUDY**

1.4 DEFINITION OF KEY TERMS

Physical facilities

Physical facilities mean the structure and interior surfaces of a lodging establishment, including furnishings and accessories. (Law insider, 2021)

Ancillary facility

An ancillary facility is a separate facility provided on a bilateral basis in multilateral structured financing for additional financing or hedging in place of all or part of the lender's unutilized revolving facility (Pecunica, 2021)

1.5 OBJECTIVES

1. To assess the physical and ancillary facilities provided in the teacher training college to meet the different needs of student teachers.
2. To study the various programmes offered in the teacher training college to enhance the teaching-learning process.



3. To prepare a comprehensive report on the various college activities and provide constructive suggestions for institutional development.

2. REVIEW OF RELATED LITERATURE

Malik,A.A.,&Hussain.,(2022)published a paper on Providing A Scoping Overview Of The Key Ancillary Service Markets That Affect The Teaching And Learning Process -The Case Of Pakistan and was commissioned by the Global Education Monitoring Report as background research for the development of the 2022 GEM Report, Regional Report on non-state actors in education in South Asia. The growth of low-cost private schools in Pakistan, which have now become a major force in the country's education system, has received well-deserved attention in scholarly and development practitioner circles around the world. But much less attention has focused on the broader ancillary services ecosystem in the private sector that sustains public and private schools in the country. Behind the scenes, hundreds of critical goods and service providers have formed their own marketplaces in the realms of teacher training, school security, education technology tools, stationary, supplies, and textbooks. Despite hardships imposed by the pandemic in recent months, the rapid uptake of technology offered a rare bright spot, but not without challenges associated with access inequities. Parents in public and private schools continue investing in their children's future through a burgeoning marketplace for both traditional providers offering textbooks and uniforms, to servicers offering tuitions and technology solutions. Schools too are spending significant sums in services like teaching training and student security and are being served by a series of new providers who are quickly creating lasting demand for these services. But this growth is not without challenges, not the least of which is a lack of regulatory frameworks governing ancillary services in general and a dire shortage of resources (or debt financing options) for schools and parents to invest in these key services. Pakistan's education research-policy landscape suffers from a dire shortage of systematically collected data on ancillary services, in the absence of which this paper is an attempt to undertake a landscape mapping of key markets.

Sales,E.L.,&Belgira,K.(2021) published an article on Classroom Performance and Ancillary Functions Among Secondary School Teachers in the Third District of Bohol revealing that classroom performance is measured through classroom observation, both announced and unannounced. Ancillary functions are additional responsibilities other than the mandated teaching load mandated by the department manual. The study looked into



classroom performance and ancillary functions among secondary school teachers in the 3rd district of Bohol. It also determined if a correlation exists between the two variables. It utilized the descriptive-normative method with a survey tool to gather data from administrators, coordinators, and faculty among selected secondary public and private schools in the 3rd congressional district, Bohol. Overall, there was a 440-sample size from a 505 population with a 1.68 margin of error at a 95 percent confidence interval. It used frequencies, percentages, weighted mean, and nonparametric statistical treatment utilizing Spearman Rho, Fisher's Exact Test, Pearson's Correlation Coefficient, and Paired Sample Test. Friedman Test of Difference. Findings revealed that the overall performance in announced observations was "Outstanding" while unannounced observations were rated "Satisfactory." Results revealed that teachers were partially involved in ancillary functions. A significant correlation was found between each of the nine indicators of classroom performance and the level of ancillary functions. Hence, when the given indicators of classroom performance are levelled up, the teachers are more likely to be engaged in ancillary functions. Teacher respondents in private schools obtained higher ratings in unannounced classroom observations.

Nugroho,A.A.,&Wibowo,U.B(2020)presented a study on The Influence of School Infrastructure on Student Learning Activeness: A Research Study. The study is based on the implementation of learning and should ideally not only pursue learning outcomes but also pay attention to the student learning process. Students' activities and creativity are developed through various interactions and learning experiences. A basic element of learning that needs to be developed is student learning activeness. School infrastructure is a facility that influences student learning so that it can run optimally. This study discusses that school infrastructure can affect student learning activeness. This study explains the influence of school infrastructure in learning, the development of school infrastructure in improving learning outcomes, and their utilization in order to increase the intensity of student learning activeness which include physical and psychological involvement.

Bindu,C.N(2016) analyzed in a case study on Barriers to ICT Integration in teaching: A case study of teachers in Kerala. This study analyzes the barriers faced by teachers in Kerala when they have to integrate ICT into teaching. Although ICT integration is considered a commendable objective by teachers, the literature review shows that ICT integration in



teaching is not at the expected level. The study adopted a case study method to analyze the factors impeding teachers from using ICT in teaching. Seventeen teachers from both aided and unaided schools in Kerala participated in the study. Data for the study were collected through interviews and classroom observations. The findings of the study show that the major obstacle to ICT integration in teaching is the lack of ICT equipment in the classroom, lack of time, lack of training, and above all influence of the traditional approach in teaching.

Mujahid and Noman (2015) conducted a study on Infrastructure Availability in the Public Sector Schools of Sindh Province. In the study, they found that the physical facilities at both the Primary and Secondary level Schools of Sindh Province were quite dismal. It had been exposed that only 28 percent of buildings were satisfactory for learning and teaching. Because of the poor availability of facilities, the dropout rate was almost 36 percent from grade 5 to 6, which depicts a huge decline. It was worth mentioning that the available teachers were professionally qualified in terms of their degrees but didn't guarantee the provision of quality education.

3. METHODOLOGY IN BRIEF METHODOLOGY

In the present study, the investigator adopted an institutional case study method.

3.1 Sample of the Study

The sample selected for the institutional case study is St. Joseph College of Teacher Education, Ernakulam.

3.2 Tool

Adapted and modified observation schedule on physical and ancillary facilities provided in the teacher training college. An observation schedule is attached in the appendix.

3.3 Data collection procedure

St. Joseph College of Teacher Education situated at Ernakulam was visited for the study. A pioneer institute in the field of education, managed and maintained by the CMC congregation, offered all the support for the lucid conduct of the study. Mrs. Lincy M P, the Principal of the college, extended all the necessary support and explained the various programmes and facilities in the school, and facilitated all the help.



The teachers and non-teaching staff also gave good support and cooperation for the data collection. In addition to the above, necessary help was forwarded to inspect and assess the infrastructure and other facilities in the institution. The investigator observed the facilities in the school and cross-checked with the observation schedule and recorded the findings. Interaction with the student teachers and teacher educators also facilitated the collection of necessary information.

4. DATA ANALYSIS AND INTERPRETATION

Data interpretation refers to the implementation of processes through which data is reviewed for the purpose of arriving at an informed conclusion. The interpretation of data assigns a meaning to the information analyzed and determines its signification and implications. The importance of data interpretation is evident and this is why it needs to be done properly. Data is very likely to arrive from multiple sources and has a tendency to enter the analysis process with haphazard ordering.

Data analysis tends to be extremely subjective. That is to say, the nature and goal of interpretation will vary from business to business, likely correlating to the type of data being analyzed. While there are several different types of processes that are implemented based on individual data nature, the two broadest and most common categories are “quantitative analysis” and “qualitative analysis”. In this study mainly used qualitative analysis for data interpretation. The end product of analysis is setting up of general conclusions.

4.1 ANALYSIS AND INTERPRETATION ON THE BASIS OF PRIMARY DATA

Necessary details related to St. Joseph College of Teacher Education, Ernakulam were collected from the primary documents as well as the observation schedule. Primary data are collected from different sources like interviews with the college principal, Staff, records, photographs, etc.



Figure 1*St. Joseph Teacher Training Institute*

4.1.1 History of the Institution

St. Joseph Training College for Women was established in 2005 (June) in Kochi City. This minority institution is affiliated with National Council for Teacher Education. It is an offshoot of St. Joseph College of Teacher Education For Women, Ernakulam. The college is run by the Vimala Province of the Congregation of the Mother of Carmel (CMC). When the College was started for Teacher Training, the intake capacity was 50, with four optional subjects. The strength of the teaching faculty is nine and the supporting staff is nine. The college is functioning on 2 acres, 26 cent of , land and has adequate infrastructure and facilities for teacher education. The location of the institution an urban.

4.1.2 Vision

'CMC founder blessed Kuriakose Elias Chavara, visualized the role of educated women in the faith formation of families and uplift of society in general. Teacher education is a powerful instrument to realize this vision. The vision of the St. Joseph College of Teacher



Education is “to nurture women teachers with deep faith in god and oneself and committed to learner, society, and profession, with a burning thirst to illumine all humankind and build a civilization of love in the entire cosmos”.

4.1.3 Mission

'Education is not a profession but a sacred call, a great apostolate through which we participate in the teaching mission of the church' (CMC Con. No.197). St. Joseph Training College, as a centre for moulding future teachers, has a special responsibility in this regard. The mission of the St. Joseph College of Teacher Education is “We strive to excel in providing teachers of high caliber who respond to the Divine Call in rendering selfless service to mankind as modeled in the Eternal Teacher ”.

4.1.4 Goal

To Form Josephites: Just, Outstanding, Socially Committed, Enthusiastic, Patriotic, High Thinking, Inspiring Teachers With Eyes On God And Man.

4.1.5 Motto

The vision, mission, and goal of the college are depicted in the motto: 'LET LIGHT BE A SOURCE OF ENLIGHTENMENT'.

Figure 2

Vision, mission, and goal





4.1.6 Management and Administration of the Institution

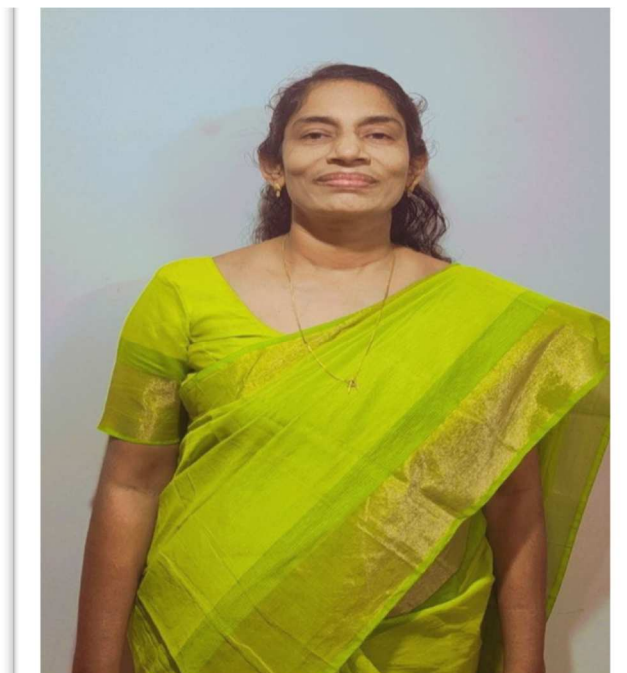
Management performs an essential role in the function of the institution. The success of the school hangs on the effectiveness of management. It was in 2005, as an offshoot of St. Joseph College of Teacher Education for Women, the congregation of Mother of Carmel, Vimala Province Ernakulam, started the college. It is under the guidship of the Vimala Education Agency.

The present Principal is Mrs. Lincy A P. She is leading the college with fatherly strict and motherly compassion. All the teachers and supporting staff are very much satisfied with the Management and Administration of the college. Because they are providing all the facilities and support for the effective functioning of the college.

Figure 3

Mrs. Lincy A P, Principal, St. Joseph TTI, Ernakulam





4.2 ANALYSIS AND INTERPRETATION ON THE BASIS OF DETAILS COLLECTED THROUGH THE OBSERVATION SCHEDULE

4.2.1 Building and Furniture Facilities

All the classrooms are provided with enough seating facilities and are well enough to accommodate up to 18 students at a time. The classes have wooden furniture. Every class is provided with blackboards and interactive boards. Each class is provided with a computer and LCD projector.. Each classroom has a notice board on which the students put up the latest paper cuttings and other related matters like quiz questions, posters, etc. The auxiliary things such as dusters chalks and other things are in plenty. Different laboratories have been established and each one has sufficient furniture.

Each classroom is fitted with a speaker through which the students can hear the important announcements given by authorities and also they help in assembly and prayers. Each teacher has a microphone for taking the class. Smart room facilities are also available there. The classrooms have an almirah and enough racks to keep the books and other belongings.

Figure 4

Seminar Hall



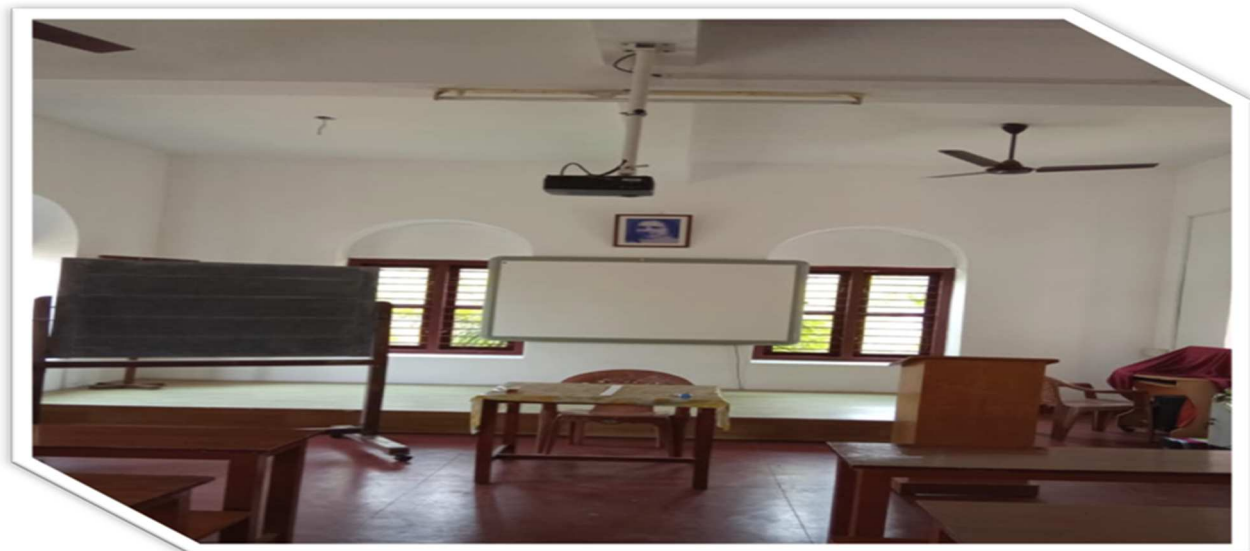


Figure 5
Classrooms



Figure 6
Classroom



Figure 7
Assembly Place



Figure 8
Principal Room

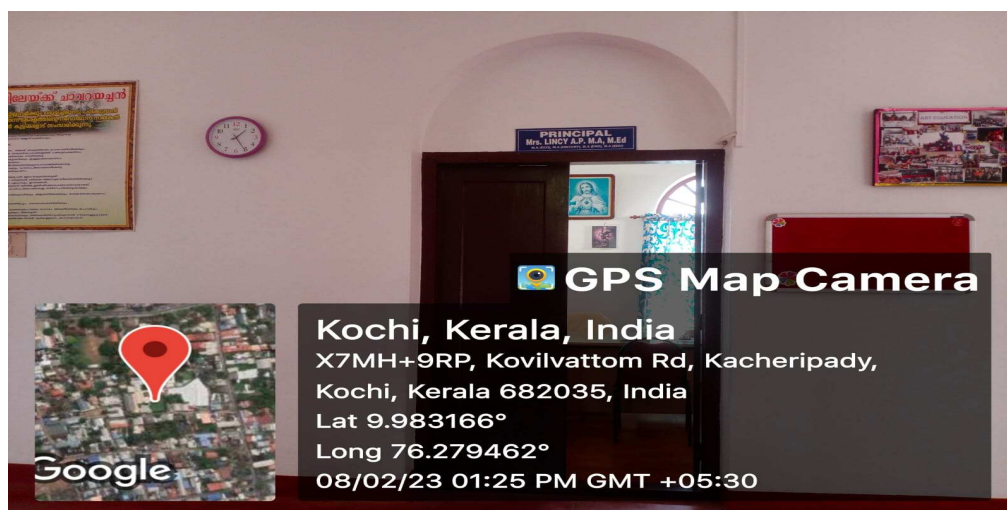
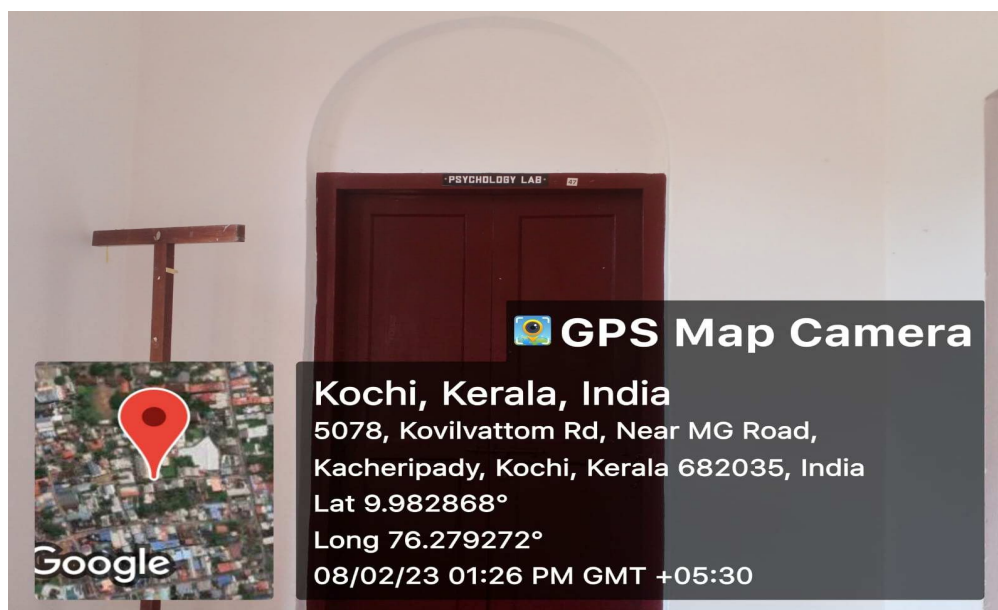


Figure 9
Psychology Lab





4.2.2 Library

An academic library is a library that is attached to a higher education institution and serves two complementary purposes: to support the curriculum and to support the research of the university faculty and students. The library has a comprehensive collection of print, digital, and multimedia resources on academic subjects. This nicely curated collection of physical and digital resources is its biggest charm. The resources are updated continuously to cater to the teaching and research needs of various departments.

The college has vibrant library service practices. Staff and Students can search through our online catalogue, digital repository and can access e-books, articles and theses. The library has ample facilities and has many journals and books. The current strength of materials comprises 7600 books, 63 Journals and 40 periodicals. Books are bar-coded and the issue and return of books are computerized. The office is computerized and library also has computer, internet and Xerox facilities.

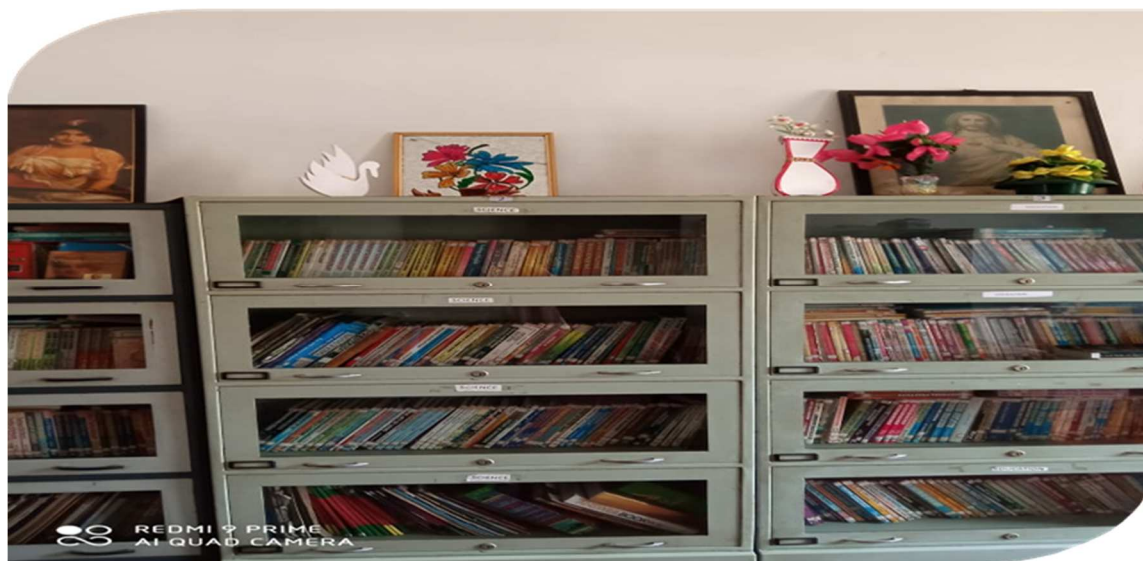
- General Features of the library



- Open book racks
- Online catalog
- Separated shelves for each discipline
- Internet facilities
- Xerox facilities
- Research block

Figure 10

Institution Library



4.2.3 Guidance and Counseling

The roles of guidance and counseling programme are to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Guidance is applicable to all aspects of human life i.e. physical, mental, vital, emotional and spiritual and in all stages of development from infancy to old age. The main objective is to help the individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment. India is a democratic country. The success of democracy

depends on educated and enlightened individuals who shoulder the responsibilities of running the administration.

Guidance is an integral part of education. A great teacher inspires, who is a priest, a counselor who can help the learners by his conscious power to unite with the real Source. Counseling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general “life skills training programme” for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives. Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.

Effective teachers have a thorough knowledge of their subject content and skill. Through this, they inspire in their students a love of learning. They also understand how students’ best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes to learn successfully. Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. They know students learn best if they are in a class room where they feel safe and confident to attempt new tasks even if at first they are unsure about how to tackle them.



Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better ways of teaching those who are not responding as well as extending those who are achieving well. The implication for guidance and counseling is that the teacher observes the students during and after the class. The teacher also evaluate the students to know their knowledge of assimilation and if there is need for counseling, the teacher may which to invite the counselor to the class for general class discussion of refer a particular students that is deficient to the counselor for guidance section

In this college teachers are trained in providing guidance and counseling. Teachers Undergo guidance and counseling courses on a regular basis to equip themselves with the basic skills of the same. Special councilor from outside is not appointed since the teachers have taken up the task. Teachers make sure that they have a very cordial relationship with the parents of the students and keep a tab on the day-to-day activities.

4.2.4 Drinking water Facilities

Figure 11

Drinking water facility



Drinking water facilities are provided in the college premises. A neat and clean water purifier is placed centrally in the college and the students can take water as and when required

by simply turning the tap. The water purifier is there in the staff room also from where teachers can fetch water and emergency cases students can also take. Other than that students bring water in their own bottles and are allowed to have it during interval time. The water purifier is placed on the ground floor from where the students from all sides can get water.

4.2.5 Sanitary Arrangement

The school has urinals within the school premises. They are well-maintained and clean and have a continuous water supply.

Figure 12

Toilet facilities



4.2.6 Playground

The college has enough playgrounds in the front part as well as the side part of the school buildings. Both are big enough to accommodate whole students of the college. College ground is centrally placed such that it ensures fairly good observation of the authorities. As part of physical education, the student teachers usually perform aerobic exercises.

Figure 13

Playground



4.2.7 Medical Check-up

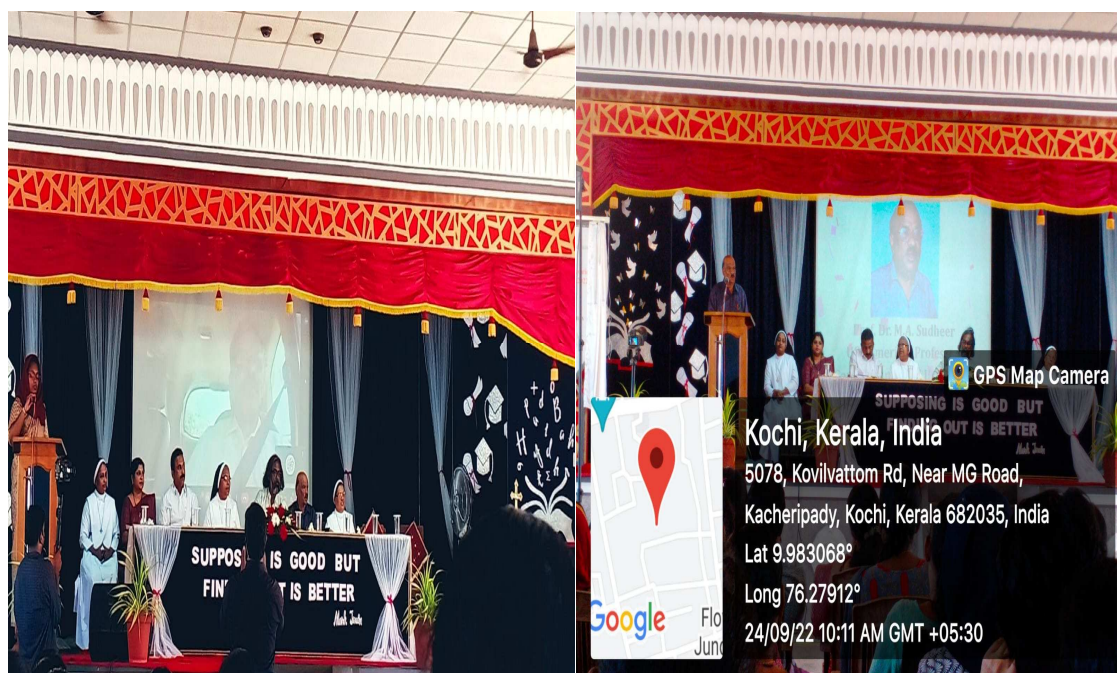
The first aid box is kept in the commonplace of the school and the box consists of necessary items and basic medicines to deal with emergency situations. The college also conducted different medical campaigns for the local people as part of the social commitment.

4.2.8 Incentive Schemes

The institution regularly gets support from NCTE. The facilities of the library, the new venture of the Research block, etc. aided by different Government agencies. The scheduled caste students regularly get scholarships from Government initiatives. The management of the college also provides different scholarships for the students. The college has a well-established guidance cell, placement cell, and grievance redress cell to support the students.

Figure 14

Research Centre Inauguration



4.2.9 Staff Details

Number of teaching staff are 9. All are appointed as per the required qualifications. All the faculties are post graduate holders. They are highly experienced, energetic and are veterans in managing students. There is two non-teaching staff also working there. The total numbers of students are 50.

4.2.10 P.T.A

The best college is one where parents, teachers and the school management have a shared vision and achieve it together. The college and parents are partners in child rearing and it's important to understand each other's' roles. The PTA is not a body for collective bargaining or a grievance redressal forum. A proactive PTA gives appropriate feedback to the school management through the Principal, regarding the functioning of the school. PTA meetings are annually held in that school. The parent-teacher association is not that much active in the college programmes.

4.2.11 College Assembly

Morning assembly is a very important part of school culture. It helps to strengthen the way a school works. It also helps students to gather a lot of energy to do well and be good in their day. It helps in building a culture of communication and representation of academic and co-curricular activities. Morning assembly is conducted indoors on all days. Each option gets the opportunity for conducting the assembly. The duration the of morning assembly is 15 minutes. It includes the following items:-

- i) **Prayer:** Prayer is sung by a group of students chosen in an order such that each option is given an opportunity each week ensuring the participation of the whole class. Normally 3-4 student teachers are present and the prayer songs are mostly in Malayalam and in English too.
- ii) **Pledge:** The pledge is repeated after the student and will be either in Malayalam or in English.
- iii) **News analysis:** Daily news is read by students from each class in front of the assembly. It will be mostly in Malayalam and sometimes in English.
- iv) **Thought for the day:** A well-structured general prayer is there which is not biased to any religion and consists of thoughts about today's activity and prayers for one's day, school, parents, and friends. Sometimes it is in the form of speech.
- v) **Principal's brief discourse:** At everyday assembly meetings, the principal gives a very brief discourse on things to be followed and general factors.



Figure 15*College Assembly*

4.2.12 Co-Curricular Activities

In today's highly competitive world, we have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge. That is where co-curricular activities play a very significant role. They help us get mental rest and also help us stay physically fit and healthy. As a future teacher, it is the need of the hour to give exposure to the student-teachers about the different co-curricular activities that is existing in the school curriculum.

Co-Curricular activities are compulsory activities that are important for every student to participate in. Co-curricular is designed and balanced with the academic curriculum so that every student gets to learn beyond subjects. Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress, and character appeal to students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts, meditation, etc.

4.2.13 Academic Development

The college follows and implements the various programmes in connection with the university notifications and the initiation by the institution itself.

4.2.14 Aesthetic Development

All student teachers will be a part of any of the items such as music, dance, arts, etc. College is ensuring that nobody is devoid of chances to showcase their talents. There were separate teachers for all the training. Students also get a chance to take parting competitions at various levels.

4.2.15 Citizenship training:

Almost all the nationally important days are celebrated in their essence in the college. The most important event is the school parliament elections which are held in exactly the same way as the elections in India.

Figure 16



4.2.16 Cultural development

The main aim of education is the overall development of a child. It includes all aspects such as personality development, behavioural development, development of communication skills, confidence building, development of etiquette, etc. Apart from this, cultural activities have an important role in the all-round development of students. Culture enhances our quality of life and increases overall well-being for both individuals and communities. They help

students acquire new skills that can be applied to their lives, such as leadership, teamwork, collaboration, and problem-solving, which prepare them for school life.

College gives immense importance to the cultural development of students also. The most important step in this was the Arts club formation. It is an open group where students interested in the various realms of art can come and join to showcase their talents. Teachers help the students in fostering their talents. Arts Day, talents day, etc. help the student teachers to expose their talents.

Figure 17



Figure 18



4.2.17 Emotional and National Integration

The primary aim of education is to produce patriotic citizens and has the potential of creating a new social order and a new ideology of cooperation rather than conflict and

competition. Students are trained to have an empathetic attitude toward their fellow beings. The special school visit during the Christmas season is one of the major highlight activities of the college. The college is also lent its hands to the welfare of disadvantaged students. With the participation of the Kerala Judiciary, the student teachers are conducting remedial classes in Janaseva Bhavan, Kakkanad.

Figure 19



4.2.18 Leisure time utilization

Being a professional institution, the student teachers hardly get any kind of free time in the day-to-day academic process.

4.2.19 Literary activities:

Literary activities are also conducted in the college. Literary clubs actively participate in this process. They are conducting various competitions for enhancing the literary skills of students. Different clubs have actively engaged the students in their literary development.

4.2.20 Moral development activities

Being a Christian institution, they give immense importance to prayer and other activities. The first Friday mass will be there in the nearby chapel. There is reciting of prayers are recited before and after the lunch break and also before the final bell.

4.2.21 Multipurpose activities

Other than the above activities the students participate in yoga classes, drama workshops, etc.

4.2.22 Productive activities

As part of their curriculum, the student teachers get the chance for Socially Useful Productive Work (SUPW) and its activities.

4.2.23 Physical development

Physical education not only helps keep the body fit, but it also allows children to have better mental health, inculcates a competitive spirit, and more: we put the spotlight on reasons that make physical education so important and necessary. Physical education helps reduce stress levels and keeps students mentally and physically healthy.

Many students face stress during exams or other reasons when they start doing some physical activities, which will reduce their stress and make them feel better and fresh. College gives immense importance to sports and related things. As part of physical education, the students actively participate in the games, drills, etc.

Figure 20

Physical Education



4.2.24 Social welfare activities

Students are given training to have a sympathetic attitude toward their fellow beings and together with the teacher educators they initiate activities that help in supporting the needy students and their families. The important days were celebrated in an elaborated way.

Figure 21(a)

Social Activities



Figure 21(b)

Public Road cleaning



4.2.25 Students' tour programmes

Part of the D. El. Ed. curriculum, the college conducted five days study tour programme for the students. The student teachers are to be taking the initiative for the study tour package. On each day of the tour, the student teachers have to be writing a reflective journal. In the end, they have to submit a detailed report on the study tour.

4.2.26 Other innovative activities

i) Webinar, seminar, workshop

Being a profound professional teacher education institution, the college conducted different webinars, and seminars relating to the professional development of the teachers. The student teachers get the chance to present the research papers in national and international seminars and webinars. It helps both the teacher educators and the student teachers to widen their knowledge and experience regarding the models and innovations in teaching.

ii) Student camp

As part of the curriculum, the college also conducted 10 days community living camp in the college premise. The programmes scheduled for the community living camp are:

- SUPW activities
- Surveys
- Environmental visits
- Medical camps for the locality

- Training in yoga and meditation
- Classes on different topics related to life and profession

4.3 SWOC ANALYSIS OF THE INSTITUTION

i) Strength

- More Experienced and qualified teachers
- College has a clear vision and mission.
- Resourceful teaching and learning process
- Effective Management
- Good infrastructural and instructional facilities
- Well-equipped library
- Well functioned clubs
- Promoting various skills of the student teachers
- Providing guidance and counseling
- Always focusing on the all-round development of the student teachers
- Research-oriented teaching-learning process
- Research Centre facilities
- Effective placement of cell

ii) Weakness

- Absence of updating the website
- Ineffective PTA
- Ineffective alumina

iii) Opportunities

- Effective teaching strategies
- Opportunities for various co-curricular training
- Magazine publication
- Renowned faculty

iv) Threats

- Heavy traffic road
- Modern technological advancements
- Quality depends on the motivation of the student teachers



4.4 PERSONAL REFLECTIONS ABOUT THE INSTITUTION

The cognitive process of self-reflection supports students to improve learning outcomes and fosters self-regulated learning. The respective college stands for highly motivated student teachers and their development. College gives equal importance to academic as well as co-curricular activities. So the college aims at the overall development of a student. According to me, St. Joseph College of Teacher Education for Women is a place of Wisdom, values, and great commitment. I felt really wondered about the teacher-student relationships. The teacher educators are very much approachable and helpful. I really felt wondered about the patience, care, and hard work of the teacher educators to mold motivated student teachers. The Principle of this institution is very supportive and renders all facilities for the effective functioning of the college. She is really a model as well as an inspiration to all teachers. The classrooms are very clean and tidy. The co-operation between the supporting staff is also excellent. The school management gives full support to the smooth functioning of this school.

4.5 MAJOR FINDINGS

- The institution has qualified and well-experienced teachers
- College has a clear vision and mission and goal
- Effective Management with traditional experience in education
- Good building and furniture facilities
- Students-friendly infrastructural and instructional facilities
- Well-equipped library
- Well functioned clubs
- Promoting various skills of the student teachers
- Providing guidance and counseling
- Always focusing on the all-round development of the student teachers
- Research Centre facilities
- Research-oriented teaching-learning process
- Effective placement of cell

4.6 SUGGESTIONS

- There is a need for providing techno-pedagogical skill-based training for all teachers.



- It is better to develop an efficient and effective PTA.
- Developing an alumina is also necessary to build connections between teachers and students.

4.7 Delimitation

- Due to practical reasons, the sample of the study had only one institution.

4.8 CONCLUSION

Institutional studies provide opportunities to enhance knowledge and understanding, promote teamwork and social skills, encourage independent learning, promote creativity and critical thinking, and provide a break from the monotony of classroom learning, and it is an exposure to new cultures and environments. A teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that helps them to better connect with, manage, and teach their students in a manner that ensures that all students are learning and benefitting. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher candidates are expected to understand students' ability levels, interests, and learning styles. They should demonstrate instruction that reflects the diversity among all learners. The investigator tries to find out whether the teacher education institutions provide adequate facilities to the student teachers and to investigate the proper functioning of the same. The study revealed that the respective college stands for highly motivated student teachers and their development. College gives equal importance to academic as well as co-curricular activities. So the college aims at the overall development of a student and the school management gives full support to the smooth functioning of this school.

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UNIT PLAN - 1

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Unit Overview	
Unit Plan Title	SOCIALIZATION THEORY

Curriculum-Framing Questions

Essential Question	Examine the impact of socialization on educational settings and student development in detail.
Unit Questions	1. Define socialization and understand its significance in shaping individuals and society.



<p>Content</p> <p>Questions</p>	<ol style="list-style-type: none"> 1. Which of the following best describes socialization? 2. The socially deviant individuals deviate because----- 3. -----is a primary agent/agency of socialization and -----is a secondary agent /agency of socialization among young children. 4. -----is the process in which a child picks up social skills, ideas and values through interaction with parents, teachers, peers and significant others. 5. Process of primary socialization begins from-----.
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Unit Summary

SOCIALIZATION THEORY

Socialization is the process by which people, particularly children, learn the customs, practices, ideas, and behaviour of their culture and immediate social groups. Gender socialization is the process through which children learn about the social expectations, attitudes, and behaviours associated with one's gender. Socialization emphasizes the influence of learning environments on children through rewards for gender-appropriate behaviour and criticism or punishment for gender-inappropriate behaviour. Gender is one of the first social categories children become aware of. By the time they are three years old, they have formed their gender identity and are aware that certain behaviours, activities, toys and interests are typical for boys and girls. Gender stereotyping involves over-generalizing the attitudes, traits, or behaviours patterns of women or men. Through gender socialization, sociologists explain why human males and females behave in different ways and how they learn different social roles.

FEATURES OF SOCIALIZATION

- Socialization is rapid if all agents of work in the same way.
- Socialization takes place formally and informally.
- Socialization is a continuous process.
- Socialization inculcates basic discipline.

FACTORS OF THE PROCESS OF SOCIALIZATION

- Identification
- Language



- Suggestion
- Imitation

Socialization processes are occurring through different social agents. They are:

Socialization through Family

Family is the first agent of socialization. There is considerable evidence that parents socialize sons and daughters differently. Parents provide children with their first lessons about gender. Parents' roles inside and outside the family also influence children's conception of gender roles. Members of the family very often think that boys and girls are supposed to be different, they treat them differently and give them different opportunities for development. This differential treatment promotes certain behaviours and self-images that recreate the preconceived cultural stereotypes about gender. The process repeats itself over and over in an unending spiral across the generation so that although gender stereotypes are being constantly, recreated and modified, they seem natural and impervious to change.

Socialization through Peers

During early childhood, children prefer to play with peers who share similar interests or whom they believe share those interests and thus are more likely to be socialized by their same-gender peers. While spending time with their friends, boys and girls learn what is appropriate for one gender or the other. Children learn and adopt gender-stereotypical behaviours as they spend more time interacting with members of their own gender. From an early age, children are interested in and responsive to their peers, and they form meaningful relationships with them and have opportunities to socialize with one another by encouraging or discouraging particular behaviours, by modelling or by creating norms that guide children's behaviours. Gender segregation begins by age 2.5 to 3 years and increases in strength and intensity through the elementary school years. Over time, this same-gender segregation and the promotion of gender-typed behaviours and interests. This gender segregation cycle makes it less likely that boys and girls interact and learn from each other, and promotes gender stereotypic beliefs attitudes and biases about and towards the other sex.

Socialization through Teachers/School

Similar to parents, teachers have gender expectations, model gender roles, and reinforce gender-stereotypical behaviours in their classrooms. For example, educators may reinforce gender stereotypes by labelling and organizing students in group activities or by creating different activity centres for boys and girls differently, socializing girls into believing that they are not capable of performing and succeeding in certain academic fields. This gender segregation in turn highlights gender as a social category and reinforces children's gender stereotypes and avoidance of cross-gender playmates.

Socialization theories of gender development affirm that gender difference is the result of differential treatment meted out to boys and girls by family, peers, schools and teachers. A major outcome of socialization theory in educational settings was a push for gender-neutral curricula.

EDUCATIONAL IMPLICATION OF SOCIALIZATION THEORIES

- Organize awareness camps for parents



- Maximum involvement of parents in education
- Change the differential attitude of parents towards boys and girls
- Educate parents
- Give equal opportunities

Subject Area(s)

Contemporary Education in India

Class Level

B.Ed

Student Objectives/Learning Outcomes

1. To understand the concept of socialization and its importance in human development.
2. To explore different agents and processes of socialization.
3. To encourage critical thinking and reflection on personal experiences of socialization.

Procedures

The teacher builds a rapport with the students and then invites their responses on the term socialization. And then introduces the topic of socialization. Then the teacher explains the topic along with a PPT presentation. Then the teacher gives clear instructions for a group activity to discuss the influences of different social agents in socialization. The teacher gives enough time to complete the activity. After the discussion, the teacher asks each group to present their findings to the class. After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed

50 minutes

Prerequisite Skills



- Students should have knowledge of society.
- Students have an idea about social agents like family, peer group etc.
- Students have knowledge about socialization.

Printed Materials/Online Resources	<p>Arjunan,N.K.(2017).<i>Philosophical and Sociological Bases of Education</i>.Yuga Publications.</p> <p>Sivarajan,K.(2014).<i>Education in the Emerging Indian Society</i>.Calicut University Central Co-operative Stores.</p> <p>Thomas,P.J.,Thankachan,T.C.,&Joseph,M.(2016).<i>Gender, School and Society</i>.Jeevan Books Bharananganam.</p>
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Supplies	Blackboard, chalk, LCD Projector, Activity materials, Computer
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Other teachings- Learning Resources	● PPT related to the topic of Socialization Theory
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Student Assessment	Question-Answer sessions.
Accommodations to support different levels of learners in your classroom	



Resource Student	<p>Curiosity develops with different levels of questions.</p> <p>Remedial teaching and Individual attention.</p> <p>Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.</p>
Gifted Student	<p>Extension Activities - Asks students to reflect on their own experiences and the impact of socialization on individuals.</p>

Follow-up Activity	<p>Find out the similarities and differences between the various agents of socialization.</p>
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Reflection

Large empty rectangular area for reflection.

Key Word Search

SOCIALIZATION THEORY

UNIT PLAN - 2



Unit Author	
First and Last Name	SAJIDHA MEERASA.B.M
Author's E-mail Address	sajidhajafar@gmail.com
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College Address	Kovilvattom Road , Ernakulam
College Phone	0484 - 2351695,
Course	M. Ed

Unit Overview	
Unit Plan Title	POCSO ACT

Curriculum-Framing Questions

Essential Question	Examine the impact of the POCSO Act in the current scenario.
Unit Questions	1. Write a short note on guidelines for the protection of child victims and witnesses.

Content Questions	<p>6. When did the POCSO Act, come into force?</p> <p>7. Which section of the POCSO Act, 2012 deals with the Punishment for penetrative sexual assault?</p> <p>8. Section 25 of the POCSO Act, 2012 deals with-----?</p> <p>9. Punishment for failure to report or record a case, is provided in section-----of the POCSO Act,2012</p> <p>10. Which section of the POCSO Act, 2012 deals with the Punishment for using children for pornographic purposes?</p>
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Unit Summary

POCSO ACT

POCSO Act is legislation that aims at protecting children from all types of sexual abuse. Although the Convention on the Rights of the Child was adopted by the United Nations in 1989, the offenses against children were not redressed by way of any legislation in India till the year 2012. It provides stringent deterrents for the commission of offenses against children ranging from a minimum of 20 years of imprisonment to the death penalty in case of aggravated penetrative sexual assault.

Before the introduction of the POCSO Act, 2012, the sole legislation in India that aimed at protecting the rights of a child was the Goa's Children's Act, 2003, and Rules, 2004. Under the Indian Penal Code, of 1860, child sexual abuse accounted for an offense under Sections 375, 354, and 377. These provisions neither protect male children from sexual abuse nor protect their modesty. Also, definitions of the terms like 'modesty' and 'unnatural offense' are not provided in the Code.

Owing to the lack of any specific legislation, it was pivotal to establish a statute that pointedly tackles the issue of growing child sexual abuse cases in the country. With the efforts of multifarious NGOs, activists, and the Ministry of Women and Child Development, POCSO Act, 2012 was enforced on 14th November 2012.

Scope of the POCSO Act

In India, POCSO Act, 2012 is not the only legislation that deals with child sexual abuse cases. The POCSO Act cannot be called a complete code in itself and provisions of the Code of Criminal Procedure, 1973, Indian Penal Code, 1860, Juvenile Justice Act, and Information Technology Act, 2000 overlap and encapsulate the procedure and specify the offenses.

Importance of the POCSO Act

1. POCSO Act was enacted when the cases of sexual abuse against children were rising. It contains provisions regarding the protection of children from sexual assault and pornography and lays down the procedure for the implementation of these laws.
2. Incidents of sexual abuse against children occur at schools, religious places, parks, hostels, etc and the security of children is not guaranteed anywhere. With such emerging dangers, it was significant to introduce separate legislation which could provide a reliable system for mitigating the number of such offenses and punishing the perpetrators.
3. The Act has been instrumental in providing a robust justice mechanism for the victims of sexual abuse and has highlighted the significance of child rights and safety. The reporting of cases of child sexual abuse has also surged as a consequence of awareness. The Act covers punishment for both non-penetrative sexual assault and aggravated penetrative sexual assault.



Overview of the POCSO Act

The POCSO Act is comprehensive legislation containing 9 chapters dealing with offenses, punishment, and procedure.

Punishment for offenses covered in the POCSO Act

Name of the offense	Relevant provision of the POCSO Act	Punishment
Penetrative sexual assault on a child of 16 to 18 years of age	Section 4	Minimum imprisonment of 10 years which may extend to imprisonment for life plus fine
Penetrative sexual assault on a child below 16 years of age	Section 4	Minimum imprisonment of 20 years which may extend to imprisonment for the remainder of natural life plus fine
Aggravated penetrative sexual assault	Section 6	Minimum rigorous imprisonment of 20 years which may extend to imprisonment for the remainder of natural life plus fine or death
Sexual assault	Section 8	Imprisonment of 3 to 5 years plus fine
Aggravated sexual assault	Section 10	Imprisonment of 5 to 7 years plus fine
Sexual harassment	Section 12	Imprisonment which can extend upto 3 years plus a fine.
Use of a child for pornography	Section 14(1)	First conviction- imprisonment extending up to 5 years second or further convictions- imprisonment extending up to 7 years plus fine
Use of a child for pornography while committing an offence under Section 3	Section 14(2)	Minimum imprisonment of 10 years extending up to imprisonment for life plus fine



Use of a child for pornography while committing an offence under Section 5	Section 14(3)	Rigorous imprisonment for life plus fine
Use of a child for pornographic purposes while committing an offence under Section 7	Section 14(4)	Imprisonment of 6 to 8 years plus fine
Use of a child for pornographic purposes while committing an offense under Section 9.	Section 14(5)	Imprisonment of 8 to 10 years plus fine
The offense of storing pornographic material involving a child for commercial purposes	Section 15	Imprisonment extending upto 3 years or fine or both

General Principles of the POCSO Act

- Right to be treated with dignity
- Right to life and survival
- Right against discrimination
- Right to preventive measures
- Right to be informed
- Right to privacy

Shortcomings of the POCSO Act

There are various loopholes in the procedure and implementation of the laws specified under the POCSO Act.

- Problem with the application of the last seen theory
- Unprepared investigation machinery
- Silent on consensual sexual activities
- False complaints by children are not punishable
- Pending cases
- Fault in administering medical examination

The POCSO Act, 2012 is exhaustive legislation which aims at covering all aspects of child sexual abuse. The amendment has been made in the Act via the Protection of Children from Sexual Offences (Amendment) Act, 2019, with which the punishments for the offenses have been made more stringent.



Subject Area(s)

Contemporary Education in India

Class Level

B.Ed

Student Objectives/Learning Outcomes

4. To understand the key provisions and purpose of the POCSO Act
5. To identify different forms of child sexual abuse.
6. Recognize the importance of reporting and preventing child sexual offenses.
7. Develop strategies to create a safe and supportive environment for children.

Procedures

The teacher builds a rapport with the students and then invites their responses on the current situation of women and child protection in the society and also about their understanding of child sexual abuse and its impact on children. And then introduces the topic of POCSO Act. Then the teacher explains the topic along with a PPT presentation. Then the teacher gives clear instructions for a group activity to discuss the importance of reporting and preventing child sexual offenses. The teacher gives enough time to complete the activity. After the discussion, the teacher asks each group to present their findings to the class. After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed

50 minutes

Prerequisite Skills

- Students should have knowledge of society.
- Students have an idea about social agents like family, peer group etc.
- Students have knowledge about social abuses on women and children and the law and order for the protection of the same group.



<p>Printed Materials/Online Resources</p>	<p>Oberoi & Geeta (2020). <i>Violence Against Children</i>, Thomson Reuters. https://timesofindia.indiatimes.com/blogs/developing-contemporary-india/five-things-to-know-about-the-pocso-act/</p> <p>Nimmi (2021) <i>Offences Against Children Including Juvenile Justice and POCSO</i>, Shreeram Law House.</p> <p>Sharma,R.(2021).<i>POCSO Act : Everything you need to know</i>.University Institute of Legal Studies, Panjab University.https://blog.iplayers.in></p>
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<p>Supplies</p>	<p>Blackboard, chalk, LCD Projector, Activity materials, Computer</p>
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<p>Other teachings- Learning Resources</p>	<ul style="list-style-type: none"> ● PPT related to the topic of POCSO ACT
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<p>Student Assessment</p>	<p>Question-Answer sessions.</p>
<p>Accommodations to support different levels of learners in your classroom</p>	
<p>Resource Student</p>	<p>Curiosity develops with different levels of questions.</p> <p>Remedial teaching and Individual attention.</p> <p>Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.</p>
<p>Gifted Student</p>	<p>Extension Activities - Find out both preventive measures and supportive actions for victims.</p>



Follow-up Activity

Generate ideas and strategies for preventing child sexual offenses within educational institutions.

Reflection

A large, empty rectangular box with a light gray background, intended for student reflection on the activity.

Key Word Search

POCSO ACT



CHAPTER - 5

REPORT ON PEER CLASS OBSERVATION

Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. Peer evaluation provides a scalable solution for the assessment of activities. In the process, learners are asked to submit their work and then evaluate the work of their peers. It is generally facilitated through the use of rubrics. Peer evaluation also called peer review or peer feedback or peer instruction and gives feedback on each other's work, another group's work, or, if working in a group, other group members' contribution to a project. This allows students to build confidence in understanding and applying criteria or even negotiating their own prior to the evaluation activity. These activities are formative and grades are given in order to evaluate the class.

Peer evaluation activities can take place at any time, with almost any piece of work, including exams. The process can be digital or in class. Peer review puts faculty in charge of the quality of their teaching. Peer collaboration and review enable instructors to actively improve the quality of teaching in their own classrooms and in their departments. Peer evaluation makes students accountable not only to the instructors but to their peers as well. Research suggests that being judged by peers is a better motivator to produce high-quality work.

As a part of the internship programme we, the M. Ed. students were required to evaluate the classes taken by the other one from the same class. I have evaluated 3 classes and the 3 reports were listed below along with evaluation sheets.

CHAPTER - 6

REPORT ON STUDENT-TEACHER CLASS OBSERVATION

In making teaching and learning more valuable and visible, classroom observation plays a vital role. It provides teachers with constructive and honest feedback to improve their classroom



management and helps improve the interaction between learners and teachers. Such feedback from classroom observation is an effective way of providing teachers with the information they might need about their classroom behaviours. Observation in education also helps with improving the way of teaching and helps students learn with more clarity. Observation is the active acquisition of information from a primary source. We observe the people and learn more about them. Observation is a central part of any good educational system. Many times, we often see some external teachers sitting at the back of the room and observing the lecture that is going on. Such observation is used to understand the process of education in naturalistic settings. This helps to realize if any improvements are required to make the class more presentable or the changes the teacher needs to bring that will make his or her teaching technique more understandable. Observation gives permission to researchers that allows them to experience the process of education in a naturalist way. Observing something all by yourself gives you more detailed information.

While observing a scenario in education or anywhere, you devote all your attention to your subject and that helps you to notice even the slightest changes. Hence, observation provides more detailed and precise information than that of the other data sources, which helps improve the educational system. Since observing someone can help you find out what changes if happened, would make the education more accessible or easier, it is crucial to note it down. Observation does not only motivate those changes to happen but it also notices if they are taking place or not. Hence, observation is very important to stimulate change and also verify if the change occurred or not in education. Observation helps with finding out such small problems in the classroom which could be a bigger issue in the future. Because of observation, it can be possible to strengthen the weak point at an early age itself.

Observation is a huge help in understanding students and their behaviours. There are some situations where every student will reach differently. For example, if a sports team loses a match, some students will be angry with themselves and say mean things to their teammates or the opposition team, whereas some students will accept the defeat and promise to try harder next time. With the help of observation, this difference in behaviour, attitude, and mindset of students can be observed and improved as well. The most important point of Observation is feedback. The



observation provides real feedback to both teachers and students. It is important to tell them what they are doing is right as it is to let them know where they are going wrong. Knowing what is their mistake and how it can be improved will help them and it will benefit both parties. So, real feedback will empower them to make real improvements. The importance of a classroom observation where teachers who just started their career observe an experienced teacher teaching their students is that it helps the observer learn new techniques of teaching, new strategies, ideas, and resources. Personal and professional growth takes place during classroom observation.

The importance of observation does not only depend on the improvement of the student-teacher interaction bond. It is beyond that. Observation helps with the development of one's personality. Observation skills are known as an important skill to have because it can teach one a lot about their surroundings and also about what to expect from other colleagues or friends. This helps in the long run. For example, if a group project is assigned, with the help of observation skills, the person could easily know the strengths of his/her group mates and they can share the group work accordingly. The observation skill can be learned and improved with the help of personality development training. Observation is important for every step of the teacher's career. And given above were a few points that determine the importance of observation in education.

STUDENT TEACHER CLASS OBSERVATION REPORT -1

GENERAL DETAILS

Name of the Student Teacher : Neha Babu

Name of the School : St.Antony's HSS, Ernakulam

Subject and class : English , VIII

Topic : A Shipwrecked Sailor

Date : 09-08-2023

Duration : 40 minutes





REPORT

Neha Babu took the class on the topic 'A Shipwrecked Sailor' a newspaper series in 1955 by Gabriel Garcia Marquez a Colombian writer, from the Subject English on 09/08/ 2023. She was well-prepared and confident enough at the beginning. She began the class through casual talks and was successful in building a good rapport with the students. The topic was introduced by checking the previous knowledge of the students. It was done in an appreciable manner. Then she gave instructions to read the lesson and find out the difficult and new words. After reading the lesson students asked the meaning of difficult words and the teacher explained it with the help of PPT.

After clearing the doubts, the teacher asked the students to read the lesson again, then she asked some comprehensive questions. The students answered the questions very well. The teacher wind up the class by giving a follow-up activity that to write a newspaper report of the incident that was explained in the lesson.

The teacher had a good command of the subject matter. She was very audible and fluent and her voice modulation was good but speedy. She couldn't maintain her confidence level throughout the class. The class was purely student-centred and was very effective. Students actively participated in the entire teaching-learning process. The teacher-pupil interaction was good and the teacher was approachable and friendly. The class management was also good, but she couldn't manage her time as well. Initially, equal attention was given to each and every student but she



failed to maintain the same throughout the class. She should have incorporated more activities for the content transaction. She divided the class into different groups for providing group activity without giving clear instructions. After the group activity, the teacher asked the students randomly some questions related to the content. The group presentation was not done at the end of the activity. So proper care should be taken in order to ensure the teamwork and collaboration of students. Then she could have given more reinforcement to the students. The blackboard writings were not done. The class has a smartboard, but it was not working due to some technical issues.

Overall, the class was good. Even though the class was on short notice and she was not able to make use of the ppt, it didn't reflect in her class. The teacher was pleasant, smart, and approachable but a little bit nervous and showed a low confidence level later. The appearance and facial expressions were good for being a teacher.

STUDENT TEACHER CLASS OBSERVATION REPORT - 4

GENERAL DETAILS

Name of the Student Teacher : Amalu K

Name of the School : St.Mary's CGHSS, Ernakulam

Subject and class : English , XI

Topic : Death the Leveller

Date : 09-08-2023

Duration : 40 minutes





REPORT

The student teacher took the class on the topic “Death the Leveller”, a poem from English on 9th August 2023. She was well-prepared and confident enough to take the class. She started the class by casually talking with students and checking their previous knowledge. The students reacted very well and were involved in the discussion. The student teacher reads the stanza with proper stress and intonation. She explained the topic in proper sequential order. After creating the rapport, she discussed the figure of speech that was used in the poem, the rhyming scheme etc. The student teacher randomly asked them to read the specified stanza and corrects their pronunciation and stress accordingly. The teacher asks a few comprehension questions to check the in-depth knowledge of the students. Students are then assigned a discourse activity to write an appreciation of the poem based on the hints from the PPT. She summed up the class in a good manner by giving a follow-up activity that to do activity II page 69 in the textbook.

She was audible enough and had a very good subject competency. The class was child-centred and was able to manage the class properly. She was not pleasant and approachable to the students and not provided proper reinforcement for the students. The PowerPoint presentation was not effective in the classroom because of some technical issues. She did not use the blackboard. The provided activity was good but lack of time for the activity couldn't reach the



whole class. Overall, the class was good and she presented the entire thing in a very good way. The teacher was nervous but confident enough to manage the discipline in the classroom.

STUDENT TEACHER CLASS OBSERVATION REPORT - 5

Name of the Teacher Trainee	: Emiliya Merin
Name of the institution	: St. Tressa's CGHS, Ernakulam
Subject	: Mathematics
Topic	: New Numbers
Date	: 10/8/2023
Programme	: B.Ed
Duration	: 40 minutes

On 10th August 2023, I observed Emiliya Merin's class on the topic of new numbers. Emiliya began the class with a thought-provoking real-life example that immediately captured the students' attention. This approach effectively set the tone for the class and piqued curiosity about the topic. Her explanation of the concept of new numbers was clear and concise. The class was interactive, with Emiliya encouraging students to participate in discussions and solve problems on the board. This approach fostered active engagement and ensured that students were actively involved in the learning process.



Emiliya provided a variety of practice problems that progressively increased in complexity. This approach allowed students to build their understanding step by step and provided opportunities for them to apply the newly learned concepts.

She moved around the classroom, checking in with students individually to address any questions or concerns. This personalized attention helped students feel supported and encouraged



them to ask for clarification when needed. Emiliya Merin's mathematics class on "New Numbers" was well-structured, engaging, and demonstrated a strong command of the subject matter. Her interactive teaching style, coupled with clear explanations and practical problem-solving exercises, facilitated an effective learning environment.

STUDENT TEACHER CLASS OBSERVATION REPORT - 2

GENERAL DETAILS

Name of the Student Teacher : Vrindha Suresh
Name of the School : St.Antony's HSS, Ernakulam
Subject and class : Malayalam , IX
Topic : Nagarathil Oru Yakshan - Aattur Ravivarma
Date : 09-08-2023
Duration : 40 minutes



REPORT

The student teacher took the class on the topic "Nagarathil Oru Yakshan", a poem by Aattor - Ravivarma from Malayalam on 9th August 2023. She was well-prepared and confident enough to take the class. She started the class by casually talking with students and checking their previous knowledge. The students reacted very well and were involved in the discussion. The student teacher reads the stanza with proper stress and intonation. She explained the topic in proper sequential order. After that, she discussed the poem in detail. The student teacher



randomly asked them to read the specified stanza and corrects their pronunciation and stress accordingly. The teacher asks a few comprehension questions to check the in-depth knowledge of the students. The student teacher has very good subject competency. She explained the meaning of difficult words. Her subject competency helped to compare the poem with other similar subject poems of Vyloppilly Sreedhara Menon and Changanpuzha Krishna Pillai. Students are then assigned a discourse activity to write an appreciation of the poem based on the hints from the PPT. She summed up the class in a good manner by giving a follow-up activity to write a short note on the topic based on the main theme of the poem, human relationships.

STUDENT TEACHER CLASS OBSERVATION REPORT -3

GENERAL DETAILS

Name of the Student Teacher : Megha Madhu

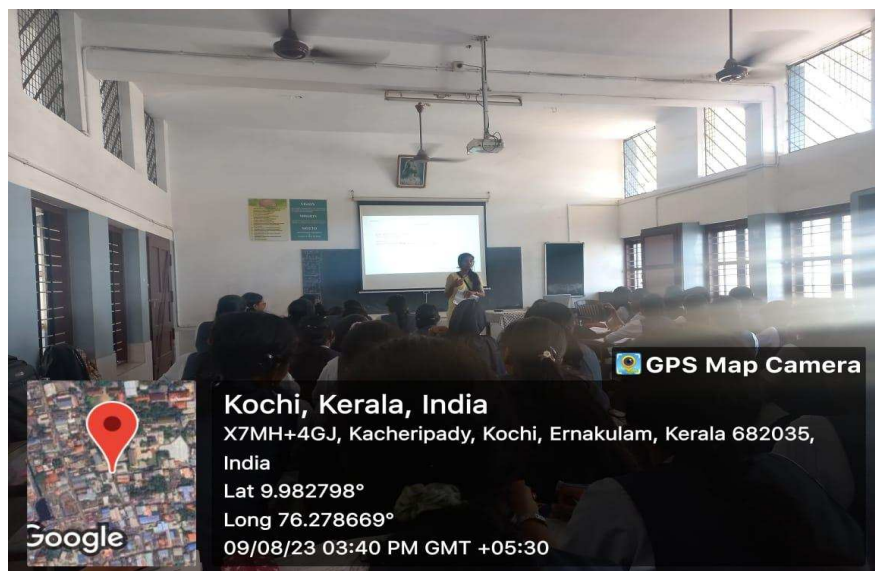
Name of the School : St.Mary's CGHSS, Ernakulam

Subject and class : English , XI

Topic : The Price of Flowers

Date : 09-08-2023

Duration : 40 minutes



REPORT

On 10th August 2023, I observed Megha Madhu's class on the topic "The Price of Flowers" a poem. The student teacher began the class with a thought-provoking real-life example that immediately captured the students' attention. This approach effectively set the tone for the class and piqued curiosity about the topic. Her explanation of the concept of the poem was clear and concise. The class was interactive, with the student teacher encouraging students to participate in discussions. The teacher showed a video on the theme of friendship and empathy. Through the video, the teacher introduces the next part of the short story to the students. The student teacher gave group activities to discuss the difficult words, the content and then asked them to write a letter to their friend who lives in a faraway place. The student teacher asked them to present randomly and individually. After the presentation of students, the teacher's version was displayed with the help of PPT. The student teacher asked a few comprehension questions. She moved around the classroom, checking in with students individually to address any questions or concerns. She then introduced the grammar topic 'reported speech' and gives instructions to complete their work. The student teacher was a little bit nervous and so she faced some difficulty to manage the class. The student teacher should follow an interactive teaching style, coupled with clear explanations and practical problem-solving exercises, to facilitate an effective learning environment.

PEER CLASS OBSERVATION REPORT -1

GENERAL DETAILS

Name of the Teacher Educand: RINTA V S

Subject : Curriculum and Resource Development in English

Topic : Curriculum and Syllabus

Date : 15-06-2023

Duration : 50 minutes





The teacher took the class on the topic "Curriculum and Syllabus" from Educational Psychology on 15th June 2023. She was well-prepared and confident enough to take the class. She started the class by creating a good rapport with the students. Then she asked the students to write about the curriculum and syllabus in their own words. She appraised everyone for coming up with their viewpoints. Thus, by asking various questions to the students, she made them say about the topic which she intended to teach in the class. She explained the topic in proper sequential order. She was audible enough and had good subject competency.

The class was child-centered and she was able to manage the class properly. Her energy level and effective method of teaching made the class more active and the students actively participated in the teaching-learning process. She was more pleasant and approachable to the students and also reinforced the students. The PowerPoint presentation was effective in the classroom. She used the blackboard properly and systematically.

PEER CLASS OBSERVATION REPORT -2

GENERAL DETAILS

Name of the Teacher Educand: Merin J Kaniyarakam

Subject : Psychology

Topic : Personality Disorder



Date : 13-06-2023

Duration : 50 minutes



REPORT

The teacher took the class on the topic "Personality Disorder" from Educational Psychology on 13th June 2023. She was well-prepared and confident enough to take the class. She started the class by creating a good rapport with the students by asking the students some questions like whether they like psychology or not. Then she asked the students to write about their favorite personalities. She appraised everyone for coming up with their viewpoints. Thus, by asking various questions to the students, she made them say about the topic which she intended to teach in the class. She explained the topic in proper sequential order. She was audible enough and had good subject competency.

The class was child-centered and she was able to manage the class properly. Her energy level and effective method of teaching made the class more active and the students actively participated in the teaching-learning process. She was more pleasant and approachable to the students and also reinforced the students. The PowerPoint presentation was effective in the classroom. She used the blackboard properly, but in my opinion, she needs to improve her Malayalam writings on the board.



Before concluding the session, she gave a Follow-up activity to the students and then asked various questions to the students to help them to recollect and to evaluate their level of understanding in a better way.

Merin's subject competency was very good and the way in which she used the class procedures was so structured. She had a very good voice modulation throughout and she had very less movements inside the classroom. Overall, the performance was so good.

PEER CLASS OBSERVATION REPORT -3

GENERAL DETAILS

Name of the Teacher Educand: Stephy Mendez

Subject : Curriculum and Resource Development in English

Topic : Community Based Curriculum, Core and Hidden Curriculum

Date : 14-06-2023

Duration : 50 minutes



As part of our M.Ed internship programme, I got a chance to observe the class of Ms. Stephy Mendez. On 14th June 2023 at 1.30 pm, Ms. Stephy Mendez has taken a class from the



Curriculum and Resource Development in English, on the topic of “Community Based Curriculum, Core and Hidden Curriculum”.

She started the class by creating a rapport with students by checking previous knowledge and asking some general questions regarding the topic. After that using a PowerPoint presentation, she introduced the topic and explained the major aspects of Community Based Curriculum, Core, and Hidden Curriculum. The student teacher divided the class into 6 groups, and, and asked the students to discuss the difference between these curriculums and present their ideas.

Later she summarized the session and asks questions to the students for checking their knowledge about the topic. Finally, the student teacher gave a follow-up activity and asked them to submit an assignment to write about the important aspects of this curriculum in the current scenario.



EDU 403.18

Professional Development of Natural Science Teacher

PRACTICUM

Topic: Create a blog and publish your article on any one social issue you have noticed.

Submitted to,
Dr. Dinimol Jacob
Assistant Professor
St. Joseph College of
Teacher Education for
Women, Ernakulam


Submitted by,
Akhitha Sebastian
Natural Science
213240112334



Dinimol
26/06/23

6/15/23, 5:28 PM

akhitha14

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June 14, 2023

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June 14, 2023

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Blog- Is Arikomban a criminal?



June 14, 2023

IS ARIKOMBAN A CRIMINAL?

Human encroachment of forests is a pressing issue that has become increasingly prevalent in recent years. Forests are vital ecosystems that provide a range of benefits, including regulating the climate, supporting biodiversity, and providing resources such as timber and fuel. However, human activities such as logging, agriculture, and urbanization have resulted in the destruction and fragmentation of forests. Therefore, the wild animals stray into human settlements because humans have taken their natural habitat. As natural habitats are destroyed or altered, animals may come in close proximity to human settlements leading to increased incidence of human-wildlife conflict. This can include crop damage, livestock predation or even human injuries or fatalities.



"What's the mistake that I did? My habitat is now your habitat It was you, the cruel humans who have trespassed into my world And made me homeless"

This might be the words of the Arikomban, a rogue Elephant who was relocated from his own habitat to Periyar Tiger Reserve for his notorious actions among the human settlements.



Arikomban is not the birth name of the tusker. It was the name given by the local population since the tusker raids the kitchens and local provision stores and fair price shops which are well stocked with rice. Elephant who trespassed into the settlement in search of food and water, found to his surprise that the resettlement colonies are well stocked with rice, his favorite staple food and enough drinking water. He has also killed several people. The mission of capturing Arikomban was really heartbreaking one.





Aren't we the humans who encroached his habitat? We grabbed his forestland that gave him shelter and stole his precious food that the nature provided him.

So, what else he can do? What is his crime? Once upon a time it was his land and now it is ours. It is important to understand the root cause of this issue. Elephants are intelligent animals that require large areas of land to roam and feed. Human activities such as deforestation, encroachment on wildlife habitats and expansion of agriculture have resulted in the loss of elephant habitats. As a result, they are forced to move into human settlements in search of food and water.

To address this problem, it is necessary to create buffer zones between human settlements and elephant habitats. This can be achieved by setting aside protected areas for wildlife conservation and implementing sustainable land use practices. This will help to reduce the pressure on elephant habitats and prevent them from encroaching on human settlements. Secondly, it is important to promote coexistence between humans and elephants. This can be achieved by educating local communities about elephant behavior, providing training on how to avoid conflict with elephants, and developing early warning systems to alert communities when elephants are approaching. This will help to reduce the risk of human-elephant conflict and ensure the safety of both humans and elephants.

Thirdly, it is important to provide alternative sources of food and water for elephants. This can be achieved by planting crops that are less attractive to elephants and providing water sources outside human settlements. This will help to reduce the need for elephants to enter human settlements in search of food and water. Finally, it is important to involve all stakeholders in the management of human- elephant conflict. This includes local communities, government agencies, conservation organizations, and private industry. By working together, we can develop effective strategies for managing human-elephant conflict and ensuring the long-term survival of both humans and elephants.



In conclusion, it is imperative that humans stop encroaching upon animal habitats. By doing so we can protect and preserve the delicate balance of our planet's ecosystems. Animals play a vital role in this ecosystem contributing to biodiversity, pollination, seed dispersal and maintaining ecological stability. When we encroach upon their habitats, we disturb these natural processes and endanger their survival. Additionally, by respecting and preserving animal habitats we can foster a harmonious coexistence with the natural world ensuring the well-being of both wildlife and humanity.

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Blog on Groundwater Contamination

June 14, 2023

UNSEEN THREAT BELOW: UNRAVELING THE DEPTHS OF GROUNDWATER CONTAMINATION

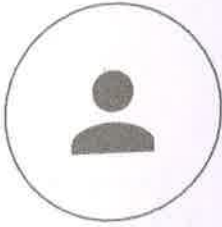
Introduction Groundwater is the water that accumulates below the surface of the Earth. Surface water moves downward through unsaturated zones –typically through tiny pores and cracks in

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REPORT

A blog or weblog is an online platform where an individual or group of people can regularly publish written content in a chronological format. The blogs are typically informal and often reflect the author's opinions, thoughts or expertise on a specific subject or a variety of topics.

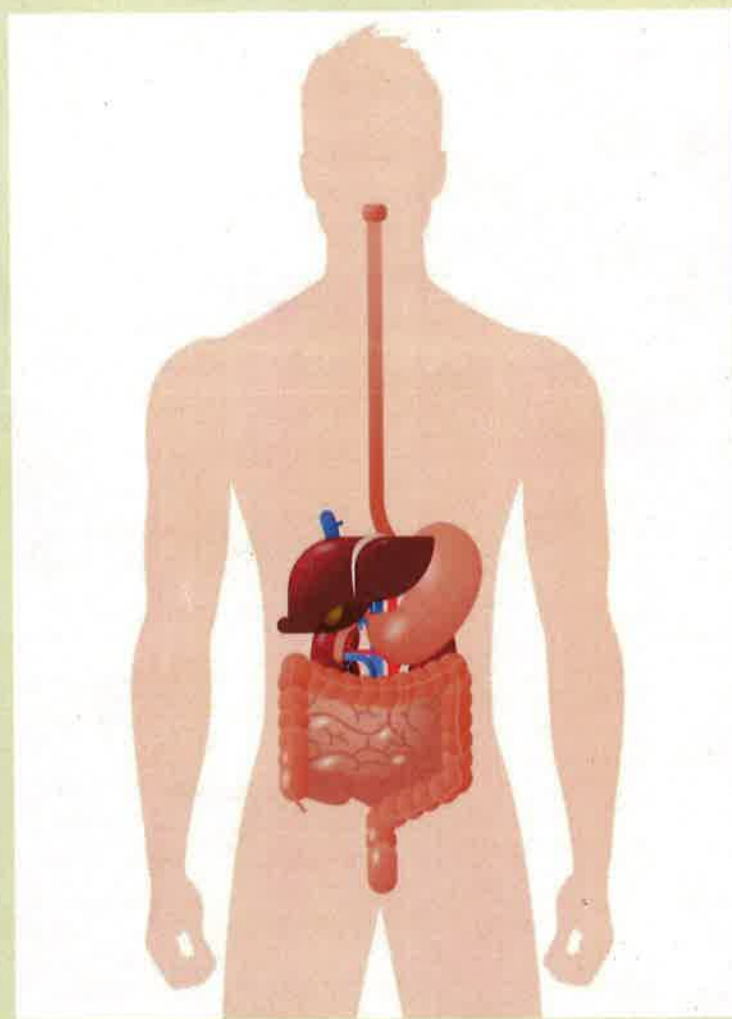
As part of BED curriculum, we had to upload an article related to a social issue in the blog. I uploaded an article title, 'Is Asukomban a Criminal' in my blog. The blog was related to a elephant who has destroyed the peace of lot of people because of his notorious activities. The article was uploaded in my blog named akhitha 14 on 14th of June, 2023 under the guidance of Dr. Dinamol Jacob, Assistant Professor, St. Joseph College of Teacher Education for Women, Ernakulam.

Uploading the article was an easy task for me as I have learned it in one of our semester in BED. The practicum has enabled me to gain a lot of information related to the topic and to add my own viewpoints related to it in my blog page.

Dini



LEARNING RESOURCE MATERIAL ON HUMAN DIGESTIVE SYSTEM



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

ERNAKULAM



EDU 107.2

**DEVELOPMENT AND PRESENTATION OF LEARNING
RESOURCE MATERIAL FOR SCHOOL PUPILS**

**LEARNING RESOURCE MATERIAL ON
HUMAN DIGESTIVE SYSTEM**

Name of the student: Akhitha Sebastian

Optional subject: Natural science

Register Number: 213240112334

Submitted to,

Dinimol
30/8/2022

Ms. Dinimol Jacob

Assistant Professor

Natural Science Education



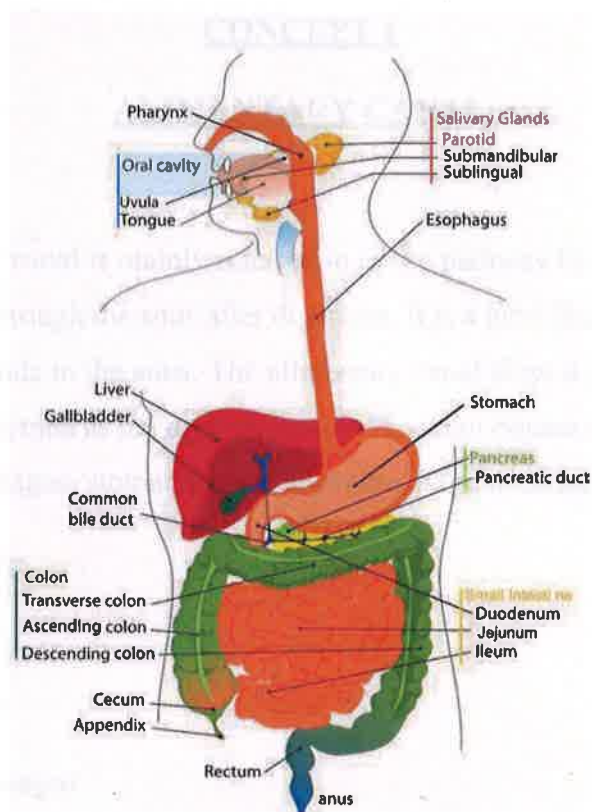
RESOURCE MATERIAL ON HUMAN DIGESTIVE SYSTEM

Introduction

The digestive system of the human body comprises a group of organs working together to convert food into energy for the body. It involves the intake of food by an organism and its utilization for energy. This is a vital process which helps living beings to obtain their energy from various sources. The food which we eat undergoes much processing before the nutrients present in them are utilized to generate energy. This processing is known as digestion. Humans and other animals have specialized organs and systems for this process. Digestive system is composed of accessory organs and alimentary canal.

The **alimentary canal** is the long tube through which the food that we eat is passed. It begins at the mouth (buccal or oral cavity), passes through the pharynx, oesophagus or food pipe, stomach, small intestine, large intestine, rectum and finally ends at the anus. The food particles gradually get digested as they travel through various compartments of the alimentary canal.

Accessory organs are organs which participate in the digestion process but are not actually a part of gastrointestinal tract. They stimulate the digestion by releasing certain enzymes that help in breaking down the food.



Concepts

Concept 1: Alimentary canal

Concept 2: Accessory organs

Concept 3: Digestion process

Concept 4: Disorders of human digestive system

Concept 5: Methods to improve digestion

Hope you will enjoy learning these concepts.

CONCEPT 1

ALIMENTARY CANAL

The alimentary canal is mainly referred to as the pathway by which food enters our body and moves out through the anus after digestion. It is a tube-like structure which starts from the mouth and ends in the anus. The alimentary canal plays a primary role in human digestion and is also termed as the digestive tract. The main organs of the alimentary canal include mouth, oesophagus, stomach, small intestine, large intestine and anus.

Sub-concepts

Sub-concept 1: Mouth

Sub-concept 2: Oesophagus

Sub-concept 3: Stomach

Sub-concept 4: Small intestine

Sub-concept 5: Large intestine

Sub-concept 6: Anus

Common objectives

- To know about different organs that make up the alimentary canal
- Role and function of each organ that helps in process of digestion
- To understand the location of each organ in the alimentary canal

Objectives of sub-concept 1: Mouth

- To identify different parts of the mouth that helps in digestion
- To understand about the mechanical and chemical digestion of food in mouth

Objectives of sub-concept 2: Oesophagus

- To learn the process by which food and liquid is carried from mouth to stomach
- To study the peristaltic mechanism

Objectives of sub-concept 3: Stomach

- To understand about the structure of the stomach
- To know the role of gastric juices in digestion

Objectives of sub-concept 4: Small intestine

- To study about different parts of small intestine
- To understand various chemical reactions that helps in digestion process

Objectives of sub-concept 5: Large intestine

- To identify different parts of large intestine
- To understand about the major functions of large intestine

Objective of sub-concept 6: Anus

- To understand the way by which waste formed after the process of digestion is expelled from the body

Learning materials prepared

1. A text material titled '**Digestion of food in mouth-word doc**' is included in '**Sub-concept 1**' in the **concept 1** folder. Mouth constitutes teeth, tongue and lips, which all together perform physical digestion by masticating food, and begins the digestion process. The material explains about the role of teeth and the different types of teeth, role of tongue, role of saliva and salivary glands in digestion.
2. A video material titled '**Digestion of food in mouth-video**' that explains the journey of food through the oral cavity is included in '**Sub-concept 1**' in the **concept 1** folder. There are many other parts that contribute to the digestion process, including teeth, salivary glands and tongue. Teeth are designed for grinding food particles into small pieces and are moistened with saliva before the tongue pushes the food into the pharynx.
3. A PowerPoint presentation titled '**Digestion of food in mouth-ppt**' is included '**Sub-concept 1**' in the **concept 1** folder. It mainly gives the diagrammatic representation and function of various components in the mouth that helps in the process of digestion.
4. A text material titled '**Structure of oesophagus-word doc**' is included in '**Sub-concept 2**' in the **concept 1** folder. The oesophagus, informally known as the food pipe or gullet, is an organ in vertebrates through which food passes, aided by peristaltic contractions, from the pharynx to the stomach. The oesophagus is a fibromuscular tube, about 25 cm long in adults, that travels behind the trachea and heart, passes through the diaphragm, and empties into the uppermost region of the stomach.



5. A **PowerPoint presentation** titled '**Food through oesophagus-ppt**' mainly deals with the peristaltic movement of food through the food pipe. It is included in '**Sub-concept 2**' in the **concept 1** folder. Peristalsis is a series of wave-like muscle contractions that are involuntary movements that helps to move food through the digestive tract. The strong wave-like motions of the smooth muscle move balls of swallowed food to the stomach.
6. A **text material** titled '**Digestion in stomach-word doc**' is included in '**Sub-concept 3**' in the **concept 1** folder. The stomach is a muscular sac that lies between the oesophagus and the small intestine in the upper abdomen. The stomach is a major part of the digestive system, and it is important for churning food into a consistency that is easier to digest for the rest of the intestines. The material also explains about the importance of gastric juices in digestion process.
7. A **video material** that explains the mechanical and chemical digestion of food in stomach is included in '**Sub-concept 3**' in the **concept 1** folder. The material is titled as '**Digestion in stomach- video**'. Food enters the stomach, that needs to get digested further. In the stomach, there are gastric glands that secrete gastric juices, which helps in the digestion of food further.
8. A **text material** titled '**Digestion in small intestine-word doc**' is included in '**Sub-concept 4**' in the **concept 1** folder. In the small intestine, further digestion takes place. Due to the various movements of this organ, the chyme is further mixed and churned. There are many enzymes that are secreted into the small intestine from organs such as pancreas, liver, apart from the intestinal juices. All these react with the food particles and digest them into smaller particles that can be absorbed into the bloodstream.

9. A **video material** titled '**Digestion in small intestine-video**' is included in '**Sub-concept 4**' in the **concept 1** folder. It clearly explains the entire process of digestion through animation and graphics that enables to understand the complete process of digestion in an easy manner.
10. A **PowerPoint presentation** titled '**Digestion in small intestine-ppt**' mainly deals with functions of small intestine and the structure of villi. It is included in '**Sub-concept 4**' in the **concept 1** folder. The tiny projections on the inner surface of the small intestine which help in absorbing the digested food are called villi. These helps to increase the surface area of intestinal walls.
11. A **text material** titled '**Digestion in large intestine-word doc**' is included in '**Sub-concept 5**' in the **concept 1** folder. The material deals with the different parts of the large intestine and its various functions that includes absorption of water, nutrients and salts and storing of faecal material until it gets eliminated from the body.
12. A **video material** on the '**Structure of large intestine**' is included in '**Sub-concept 5**' in the **concept 1** folder. The large intestine is one long tube, but slightly different things happen in different parts of it. Its three parts are the cecum, colon and rectum.
13. A **text material** titled '**Role of anus in digestion -word doc**' is included in '**Sub-concept 6**' in the **concept 1** folder. The anus is the opening where the gastrointestinal tract ends and exits the body. The anus starts at the bottom of the rectum, the last portion of the colon (large intestine).

14. A PowerPoint presentation titled 'Anus- the final part of alimentary canal-ppt' is included in 'Sub-concept 6' in the concept 1 folder. It deals with the process by which the wastes get expelled from the body.

Check your progress

Sub-concept 1: Mouth

1. Fill the boxes

SL NO	NAME OF TEETH	FUNCTIONS	NUMBER
1	Incisor		
2	Canine		
3	Premolar		
4	Molar		

2. Write down the role of teeth in the process of digestion?

3. Find the correct word

AELMNE

--	--	--	--	--	--	--

INEDTEN

--	--	--	--	--	--	--	--

4. Fill in the blanks

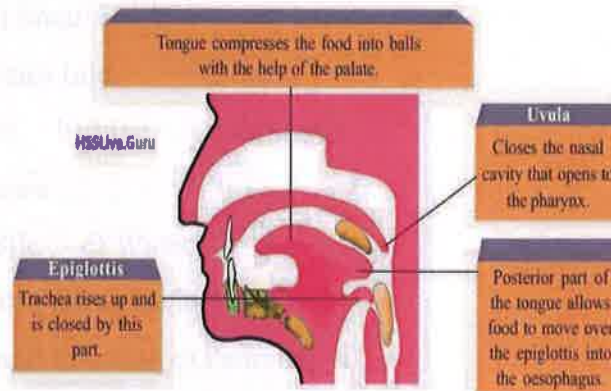
- A. There are pairs of salivary glands in the mouth.
- B. Salivary amylase partially convertsto....., a form of sugar.
- C., to an extent, helps to destroy the germs that enter body through food.

5. Give a short description about tongue.



Sub-concept 2: Oesophagus

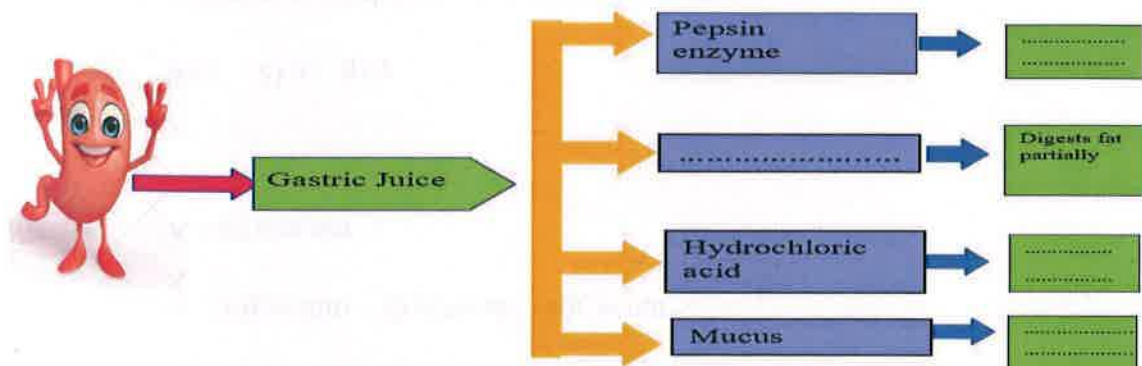
1. How does the food we swallow enter exactly into the oesophagus without entering the trachea? Analyze the below image and prepare a note on it.



2. Write a short description on peristaltic movement.
3. What are 4 different layers present in oesophagus?

Sub-concept 3: Stomach

1. Examine the flow chart and fill in the blanks



2. What is the role of muscles present in the stomach wall in digestion?
3. What is chyme?

Sub-concept 4: Small intestine

1. Choose the correct answer

- I. The beginning of absorption of food takes place in the
a) Mouth b) Small Intestine c) Liver
- II. secretes bile.
a) Gall bladder b) Liver c) Pancreas
- III. Gall Bladder store
a) Food b) Bile c) Water
- IV. secretes pancreatic juice
a) Liver b) Small Intestine c) Pancreas

2. Write a short note on different parts of small intestine.

3. Explain the absorption of nutrients in small intestine?

Sub-concept 5: Large intestine

1. Choose the correct answer

- I. Large intestine is composed of how many layers?
a) 1 b) 2 c) 3 d) 4
- II. Find the odd one out
a) Colon b) Rectum c) Jejunum d) Cecum

2. How does the structure of the small intestine help in increasing the surface area of absorption ?

Sub-concept 6: Anus

1. What is meant by defecation?

2. How does wastes get expelled from the body?



CONCEPT 2

ACCESSORY ORGANS

Accessory organs are organs which participate in the digestion process but are not actually a part of gastrointestinal tract. They stimulate the digestion by releasing certain enzymes that help in breaking down the food. The four primary accessory organs of the digestive system are salivary glands, gall bladder, liver and pancreas.

Sub-concepts

Sub-concept 1: Salivary glands

Sub-concept 2: Pancreas

Sub-concept 3: Liver

Sub-concept 4: Gall bladder

Objectives of sub-concept 1: Salivary glands

- To understand major functions of salivary glands
- To know about the major and minor salivary glands

Objectives of sub-concept 2: Pancreas

- To understand about the endocrine and exocrine system of pancreas
- To learn about major hormones and enzymes that aids in digestion
- To know about the anatomy of pancreas

Objectives of sub-concept 3: Liver

- To understand about the structure and major functions of liver
- To learn about the importance of bile

Objectives of sub-concept 4: Gall bladder

- To study about the structure of gall bladder
- To understand the major functions and to understand the process that takes place in gall bladder

Learning materials prepared

1. A **text material** titled '**Salivary glands-word doc**' is included in '**Sub-concept 1**' in the **concept 2** folder. The salivary glands in mammals are exocrine glands that produce saliva through a system of ducts. Humans have three paired major salivary glands such as parotid, submandibular, and sublingual, as well as hundreds of minor salivary glands that aids in digestion. The material deals with various types of major salivary glands and its function.
2. A **video material** titled '**Salivary glands-video**' is included in '**Sub-concept 1**' in the **concept 2** folder. It clearly depicts different salivary glands and major functions of the gland that aids in digestion process.
3. A **PowerPoint presentation** titled '**Salivary glands-ppt**' is included in '**Sub-concept 1**' in the **concept 2** folder. It also explains about the classification of the salivary glands and its important characteristics.

4. A **text material** titled '**Pancreas-word doc**' is included in '**Sub-concept 2**' in the **concept 2** folder. Pancreas is a large gland present just behind the stomach. It is short with its anterior connected to the duodenum and posterior pointing towards the left part of the abdominal cavity. The pancreas releases digestive enzymes to complete the process of chemical digestion.
5. A **video material** titled '**Role and anatomy of pancreas-video**' is included in '**Sub concept-2**' in the **concept 2** folder. The video clearly shows the major functions of the pancreas and its structure.
6. A **PowerPoint presentation** titled '**Pancreatic enzymes and hormones-ppt**' is included in '**Sub-concept 2**' in the **concept 2** folder. Hormones that are secreted by the pancreas help in the exocrine and endocrine functions. The hormones are released by the pancreas directly into the blood whenever the need arises. Pancreas produces pancreatic juice that contains several enzymes. Lipolytic enzymes break down fats, amylolytic enzymes work on carbohydrates and proteolytic enzymes break down proteins.
7. A **text material** titled '**Liver-word doc**' is included in '**Sub-concept 3**' in the **concept 2** folder. The liver is the second largest organ and is an accessory digestive gland which plays a role in the body's metabolism. It is a roughly triangular, reddish-brown accessory organ of the digestive system located to the right of the stomach.
8. A **video material** titled '**Bile-video**' is included in '**Sub-concept 3**' in the **concept 2** folder. Liver produces bile, which helps in the digestion of fat in the small intestine. The bile is stored and recycled in the gall bladder. It is a small, pear-shaped

organ which is located just next to the liver and plays a significant role in digestion process.

9. A video material titled 'Gall bladder-video' is included in 'Sub-concept 4' in the concept 2 folder. It clearly demonstrates the structure of gall bladder and the delivery of the bile through the bile ducts into the intestine to help with digestion.
10. A PowerPoint presentation titled 'Gall bladder-ppt' is included in 'Sub-concept 4' in the concept 2 folder. Gallbladder is a small, pear-shaped organ in the upper right abdomen. It stores and releases bile to help the digestive system break down fats. The presentation mainly deals with the structure, location and functioning of gall bladder.

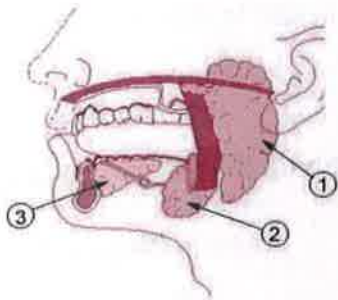
Check your progress

Sub-concept 1: Salivary glands

1. Choose the correct answer

- i. Which salivary gland is the largest contributor to the saliva in our oral cavity?
- a) Mucosal b) Parotid c) Sublingual d) Submandibular
- ii. Which enzyme is the primary digestive enzyme in human saliva?
- a) Lipase b) Amylase c) Pancreatin d) None of the above

2. Identify the structures



1.....
2.....
3.....

Sub-concept 2: Pancreas

1. Match the following

A	B
Insulin	Break down proteins
Amylolytic enzymes	Increase blood glucose when levels get too low.
lipolytic enzymes	Break down carbohydrates
Glucagon	Lower blood glucose when levels get too high.
Protease	Digests fats

2. Explain the different types of pancreatic hormones.

3. What is ampulla of Vater?

Sub-concept 3: Liver

1. Write a short note on various functions of liver?



2. What is Glisson's capsule?

3. Explain the role of bile in digestion?

Sub-concept 4: Gall bladder

1. What is biliary tract?

2. Explain the importance of gall bladder in detail.



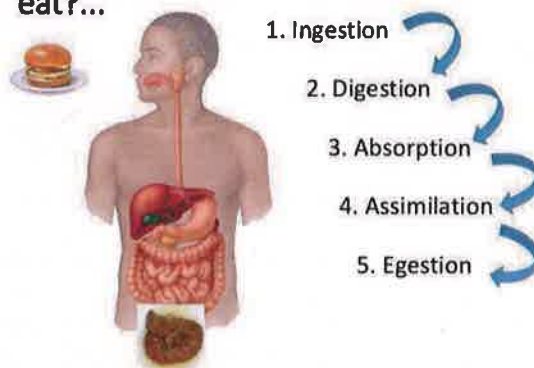
CONCEPT 3
DIGESTIVE PROCESSES

Objective

To understand about the five major steps that aids in digestive processes in human beings

- ❖ Ingestion
- ❖ Digestion
- ❖ Absorption
- ❖ Assimilation
- ❖ Egestion

What happens to the food that we eat?...



Learning materials prepared

1. A detailed text material titled 'Digestive processes-word doc' is included in the concept 3 folder.
2. A video titled 'Major processes of digestive system' is included in the concept 3 folder.
3. A PowerPoint presentation titled 'Digestive processes-word doc' is included in the concept 3 folder.

All the above learning materials deals with the five major steps in digestion such as ingestion, digestion, absorption, assimilation and egestion. Ingestion includes the

processes which takes place while the food is taken inside the mouth. Digestion is the process of breaking down of food into simpler substances that can be absorbed and assimilated into the tissues of the body. The process of absorption takes place in the small intestine with the help of villi which are minute finger-like processes lines against the walls of small intestine. Assimilation is the process of movement of digested food molecules into the cells of the body where they are used. The final process egestion is the removal of undigested food material from the body through anus.

Check your progress

1. Tick the correct answer
 - a. Egestion means intake of food
 - True
 - False
 - b. Oxyntic or parietal cells secrete HCL
 - True
 - False
 - c. Villi does not increase the surface area for absorption
 - True
 - False
2. Explain in detail about the mechanical and chemical digestion of food.
3. What do you mean by assimilation?
4. Explain the absorption process that takes place in small intestine?
5. What is ingestion?

CONCEPT 4

GASTROINTESTINAL DISORDERS

The human digestive system is an essential part of our body. It helps us to assimilate and absorb various nutrients. Therefore, it helps us to keep healthy and grow optimally. Hence, a healthy digestive system is essential for our gut health and consequently the overall well-being of our body. However, many people suffer from varying digestive or gastrointestinal disorders that can make normal functioning of the body a difficult task.

Gastrointestinal disorder is the term used to refer to any condition or disease that occurs within the gastrointestinal tract. The gastrointestinal tract (also called the GI tract) is a series of hollow organs that form a long continuous passage from our mouth to our anus. The organs that make up our GI tract are our mouth, oesophagus, stomach, small intestine, large intestine, and anus. The GI tract, together with the liver, pancreas, and gallbladder, makes up the digestive system. Some of the common GI disorders are discussed in the following sub-concepts.

Sub-concepts

Sub-concept 1: Celiac Disease

Sub-concept 2: Irritable Bowel Syndrome (IBS)

Sub-concept 3: Lactose Intolerance

Sub-concept 4: Gastroesophageal Reflux disease (GERD)

Sub-concept 5: Peptic Ulcer Disease

Sub-concept 6: Crohn's Disease



Sub-concept 7: Ulcerative Colitis

Sub-concept 8: Pancreatitis

Sub-concept 9: Gallstones

Objectives of Sub-concept 1: Celiac Disease

- To understand the cause of the disease
- To learn about the signs and symptoms of the disease
- To know about the various food items that must be avoided to prevent the disease condition

Objectives of Sub-concept 2: Irritable Bowel Syndrome (IBS)

- To know how the disease is caused
- To get an idea about the various factors that trigger the disease and its signs and symptoms

Objectives of Sub-concept 3: Lactose Intolerance

- To learn about lactose intolerance and the three types of lactose intolerance
- To understand the risk factors and symptoms associated with the disease

Objectives of Sub-concept 4: Gastroesophageal Reflux disease (GERD)

- To study about the acid regurgitation related to the disease
- To get an idea about the symptoms and the treatment procedure associated with the disease



causes inflammation of the small intestine and is induced when wheat protein (gluten) and its products are consumed. When people with celiac disease eat foods containing gluten their immune system responds by damaging the finger-like villi of the small intestine. The document also deals with various symptoms of the disease.

2. A PowerPoint presentation titled '**Foods to avoid for celiac disease-ppt**' is included in '**Sub-concept 1**' in the **concept 4** folder. The best treatment for celiac disease is a control on the diet.
3. A text material titled '**Irritable Bowel Syndrome-word doc**' is included in '**Sub-concept 2**' in the **concept 4** folder. Irritable Bowel Syndrome (IBS) is also referred to as nervous stomach, irritable colon, mucous colitis or spastic colon. IBS is a group of gastrointestinal conditions in which one experiences a combination of frequent abdominal pain, bloating and cramps associated with either diarrhoea or constipation.
4. A video material titled '**Signs and symptoms of IBS-video**' is included in '**Sub-concept 2**' in the **concept 4** folder. It clearly explains the about the major health problems related to IBS.
5. A video that deals with pathophysiology, causes, signs and symptoms and treatment of lactose intolerance is included in '**Sub-concept 3**' in the **concept 4** folder. The title of the video is '**Lactose intolerance-video**'.

6. A **PowerPoint presentation** titled '**Lactose intolerance-ppt**' is included in '**Sub-concept 3**' in the **concept 4** folder. Lactose intolerance is a disorder in which a person is unable to fully digest lactose, a simple carbohydrate present in all mammals' milk and in its derivatives. This is due to low levels of an enzyme called lactase that is responsible for digesting lactose. The presentation clearly explains the three types of lactose intolerances and the risk factors related with it.

7. A **text material** titled '**Gastroesophageal reflux disease-word doc**' is included in '**Sub-concept 4**' in the **concept 4** folder. Gastroesophageal reflux disease (GERD) is a chronic digestive disease where the liquid content of the stomach refluxes into the oesophagus, the tube connecting the mouth and stomach. Acid reflux or heartburn occurs when stomach contents and acids spill over into the oesophagus, causing a burning sensation and chest pain. This condition is sometimes also called acid regurgitation. The document explains about the symptoms and treatment.

8. A **video** titled '**GERD-video**' is included in '**Sub-concept 4**' in the **concept 4** folder. The video clearly illustrates the movement of food through oesophagus and how the improper closing of lower oesophageal sphincter leads to acid reflux.

9. A **video** titled '**Peptic ulcer-video**' is included in '**Sub-concept 5**' in the **concept 4** folder. It mainly deals with the three main causes of the ulcer formation.

10. A **PowerPoint presentation** titled '**Peptic ulcer-ppt**' is included in '**Sub-concept 5**' in the **concept 4** folder. Production of digestive juices in the stomach in excessive amount results in the gastric ulcer formation. However, gastric ulcers are quite rare

because the stomach is lined by a layer of epithelial cells which secrete alkaline mucosa. Most of the ulcers are duodenal ulcers. These are produced when acidic chyme, overproduced by the stomach, is delivered into the duodenum. The excessive amount of acidic chyme cannot be neutralized by the alkaline juice of intestine and pancreas. Infection by the bacterium *Helicobacter pylori* increases the susceptibility to ulcers.

11. A text material titled 'Crohn's disease-word doc' is included in 'Sub-concept 6' in the concept 4 folder. Crohn's disease is a chronic inflammatory digestive disease that can affect any part of the GI tract, from the mouth to the anus. It most commonly however involves the ileum (the lower side of the small bowel) that becomes ulcerated and inflamed.
12. A video titled 'Crohn's disease-video' is included in 'Sub-concept 6' in the concept 4 folder. It mainly deals with the inflammatory processes, factors that contribute to the disease and the symptoms.
13. A video titled 'Ulcerative colitis-video' is included in 'Sub-concept 7' in the concept 4 folder. It mainly deals with the types of colitis, inflammatory processes, progression of the disease, factors that contribute to the disease and its symptoms.
14. A PowerPoint presentation titled 'Ulcerative colitis (UC)-ppt' is included in 'Sub-concept 7' in the concept 4 folder. Ulcerative Colitis (UC) is an autoimmune disease that causes inflammation in the large intestine marked by remission and relapse. The inflammation affects the colon, causing it to become haemorrhagic

(bleeds) and ulcerated. The disease may involve only the rectum, the left side of the colon or the entire colon.

15. A **text material** titled '**Pancreatitis-word doc**' is included in '**Sub-concept 8**' in the **concept 4** folder. Pancreatitis is inflammation of the pancreas. The pancreas is a long, flat gland that sits tucked behind the stomach in the upper abdomen. The pancreas produces enzymes that help digestion and hormones that help regulate the way your body processes sugar (glucose). Pancreatitis can be of two types-acute and chronic pancreatitis. Acute pancreatitis appears suddenly and lasts for days. Some people develop chronic pancreatitis, which is pancreatitis that occurs over many years. Mild cases of pancreatitis improve with treatment, but severe cases can cause life-threatening complications.
16. A **video** titled '**Chronic pancreatitis-video**' is included in '**Sub-concept 8**' in the **concept 4** folder. **Chronic pancreatitis** is a long-standing inflammation of the pancreas that alters the organ's normal structure and functions. The video deals with the signs, symptoms and diagnostic procedures of chronic pancreatitis.
17. A **video** titled '**Gall bladder-video**' is included in '**Sub-concept 9**' in the **concept 4** folder. The video clearly explains causes, signs and symptoms and the treatment of the disease.
18. A **PowerPoint presentation** titled '**Gallstones-ppt**' is included in '**Sub-concept 9**' in the **concept 4** folder. The gallbladder is a pear-shaped pouch that sits just below the liver. It collects bile, a fluid made to help with digestion, as it flows from the liver to the intestine through the bile ducts. Gallstones are hardened bits of bile that



form inside the gallbladder. Gallstones form when cholesterol or bilirubin particles cluster together into a solid lump.

Check your progress

Objectives of Sub-concept 1: Celiac Disease

1) Choose the correct answer

i. What kind of food should people with celiac disease avoid?

A. Fruits

B. Nuts

C. Grains

D. None

ii. Due to an immunological reaction to _____, celiac disease is caused.

A. Globulin

B. Albumin

C. Gluten

D. None

2) Give a short note on celiac disease.

3) What are the symptoms of celiac disease?

4) Name the disease shown in the picture caused due to Glucose intolerance.



Answer:.....

Sub-concept 2: Irritable Bowel Syndrome (IBS)

- 1) Expand IBS and explain the following in detail.
 - a. Triggers of IBS
 - b. Causes of IBS
- 2) Give short note on signs and symptoms of IBS?

Sub-concept 3: Lactose Intolerance

- 1) Choose the correct answer
 - i. People with lactose intolerance do not have enough _____.
 - Lactose
 - Lactase
 - Glucose
 - Fructose
 - ii. Which of the following is not a symptom of lactose intolerance?
 - Cramps
 - Nausea
 - Fever
 - Bloating
- 2) What is meant by lactose intolerance?
- 3) Explain three types of lactose intolerance.

Sub-concept 4: Gastroesophageal Reflux disease (GERD)

- 1) What do you mean by acid regurgitation?
- 2) What are the symptoms of GERD?

Sub-concept 5: Peptic Ulcer Disease

- 1) What do you mean by the term peptic ulcer?
- 2) Differentiate between duodenal ulcers and gastric ulcers.
- 3) Name the bacteria that cause the peptic ulcers?

Sub-concept 6: Crohn's Disease

- 1) What is Crohn's disease?
- 2) What is meant by auto immune reaction?
- 3) What are the major symptoms of Crohn's disease?

Sub-concept 7: Ulcerative Colitis

- 1) Match the following

A	B
Proctosigmoiditis	Begins at the rectum and extends up to a bend in the colon near the spleen called the splenic flexure.
Pan-ulcerative colitis	Affects the entire colon
Left-sided colitis	Bowel inflammation is limited to the rectum
Ulcerative proctitis	Affects the rectum and the sigmoid colon

- 2) What is Ulcerative colitis ?
- 3) Name the various types of ulcerative colitis?
- 4) What are the symptoms of ulcerative colitis?

Sub-concept 8: Pancreatitis

- 1) Write a short note on acute pancreatitis and chronic pancreatitis.
- 2) Choose the correct answer
 - i. What causes pancreatitis?
 - Excessive alcohol consumption
 - Gall stones
 - Genetic disorders
 - All the above
 - ii. Acute pancreatitis is long lasting inflammation
 - True
 - False

Sub-concept 9: Gallstones

- 1) What are gallstones?
- 2) What are the two types of gallstones? Explain.

CONCEPT 5

METHODS TO IMPROVE DIGESTION

Everyone experiences occasional digestive symptoms such as upset stomach, gas, heartburn, nausea, constipation or diarrhoea. However, when these symptoms occur frequently, they can cause major disruptions to life. Fortunately, diet and lifestyle changes can have a positive impact on the gut health.

Objectives

- To know about different ways to follow for better digestive process
- To understand the foods and practices to avoid for good digestion

Learning materials prepared

1. A **word document** titled '**Methods to improve digestion-Word doc**' is included in the **concept 5** folder. Overall well-being and health depend on the food one consumes. An unhealthy diet or lifestyle can cause more regular digestive problems and lifestyle changes can often help to resolve these issues.
2. A **video material** titled '**Tips to improve digestion-video**' is included in the **concept 5** folder. Eating is not only one of the great pleasures in life, its also essential for health and wellness. The foods eat nourish the body, provides energy and enhance the function of all vital organs. That is why it's important to maintain a healthy digestive system by consuming the right food and adopting sensible eating habits.
3. A **PowerPoint presentation** titled '**Foods and practices to avoid for a good digestive system**' is included in the **concept 5** folder. The food and the lifestyle have a direct impact on the digestive health. While an unhealthy diet cause nothing

more than a few uncomfortable hours, eating the wrong food over a long time can lead to severe complications.

Check your progress

1. Why is it important to stay hydrated for a good digestion process?
2. What is the significance of consuming fibre rich food?
3. Mention the foods to consume and to avoid for maintaining a good digestive system.



CONCLUSION

The resource material is prepared on the topic **Human Digestive System**.

The main topic is divided into five major concepts such as **alimentary canal**, **accessory organs**, **digestive processes**, **gastrointestinal disorders** and **the methods to improve digestion**.

The first concept **alimentary canal** explains in detail about sub-concepts such as mouth, oesophagus, stomach, small intestine, large intestine and anus. Role and function of each organ that helps in process of digestion is discussed in this concept.

In the second concept, **accessory organs** of the digestive system such as salivary glands, pancreas, liver and gall bladder are included as the sub-concepts. The importance of each accessory organ is well explained in this concept.

The **digestive processes** in human beings such as ingestion, digestion, absorption, assimilation and egestion is dealt in the third concept.

The disease conditions and disorders that affect the digestive system are discussed in the fourth concept. The title of the concept is **gastrointestinal disorders**. Various gastrointestinal disorders discussed in the concept includes celiac disease, irritable bowel syndrome, lactose intolerance, gastroesophageal reflux disease, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis and gallstones

The fifth concept is about various **methods to improve digestion** and it explains the ways that could help a person to attain good digestive system by the consumption of healthy food.



REPORT ON ICT PRESENTATION

As a part of B Ed programme, I presented my learning resource material on the topic 'Human Digestive System' on 14th of March, 2022.

The main topic was divided into five concepts. Each concept was divided into various sub-concepts according to the necessity. The first concept was about the alimentary canal and the main organs of the alimentary canal such as mouth, oesophagus, stomach, small intestine, large intestine and anus was considered as each sub-concept. For each content appropriate word document, video and PowerPoint presentation were also added.

In the second concept the four primary accessory organs of the digestive system such as salivary glands, pancreas, liver and gall bladder were discussed. Video materials, word documents and PowerPoint presentations were included to support various sub-concepts.

The title of the third concept was digestive processes and it was to understand about the five major steps that aids in digestive processes in human beings such as ingestion, digestion, absorption, assimilation and egestion. A detailed text material, video and a PowerPoint presentation were also included for the effective understanding of the concept.

The fourth concept is about various gastrointestinal disorders such as celiac disease, irritable bowel syndrome, lactose intolerance, gastroesophageal reflux disease, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis and gallstones. Text materials, videos and PowerPoint presentations related to each sub-concept explain in detail about causes, signs and symptoms of each disease.



The last concept is about various methods to improve the process of digestion. Detailed text material, video and PowerPoint presentation related to the concept gives an idea about different ways that can be followed for better digestion process.

By completing this work, I understood how to prepare an interesting ICT enabled resource material that can encourage and stimulate the students to learn.



Dina
30/3/2022



EDU 201 PRACTICUM

Knowledge and Curriculum

An album on educational quotes of
Western and Indian Philosophers

Submitted to,

Dr. Smikha Jose

Assistant Professor.

St. Joseph College of Teacher
Education for Women

Submitted by,

Akhitha Sebastian

Natural Science

Roll no : 01

Reg No : 213240112334

Date of submission,



WESTERN PHILOSOPHERS



JEAN JACQUES ROUSSEAU

Jean Jacques Rousseau was born in Switzerland on June 28, 1712. He was a Swiss enlightenment philosopher with some radical ideas. He argued passionately for democracy, equality, liberty and supporting the common good by any means necessary.



“We should not teach children the sciences, but give them a taste for them.”

“The great secret of education is to use exercise of mind and body as relaxation one to the other.”

KARL MARX



Karl Heinrich Marx was born on May 5, 1818 in Germany. He was a philosopher, author, social theorist and economist. He is famous for his theories about capitalism and communism.

“Education is free. Freedom of education shall be enjoyed under the conditions fixed by the law and under the supreme control of the state.”

“Free education for all children in public schools. Combination of education with industrial production.”

JOHN LOCKE

John Locke was an English philosopher and physician, widely regarded as one of the most influential of Enlightenment thinkers and commonly known as the "Father of Liberalism".



He was born in England on August 29, 1632. Locke argued against the belief that human beings are born with certain ideas already in their minds. He claimed that, on the contrary, the mind is a tabula rasa until experience begins to "write" on it.

"Reading furnishes the mind only with materials of knowledge: it is thinking that makes what we read ours."

"Education begins the gentleman, but reading, good company and reflection must finish him."

BERTRAND RUSSELL



Bertrand Arthur William Russell was born on 18 May, 1872 in United Kingdom. He was a British philosopher, logician, essayist and social critic best known for his work in mathematical logic and analytical philosophy.

“ Education ought to foster the wish for truth, not the conviction that some particular creed is the truth ”

“ The essence of education is that it is a change effected in the organism to satisfy the operator ”

IMMANUEL KANT



Immanuel Kant is the central figure in modern philosophy. He was born on April 22, 1724 in Königsberg. Kant's comprehensive and systematic works in epistemology, metaphysics, ethics and aesthetics have made him one of the most influential figures in modern western philosophy.

"It is through education that all the good in the world arises."

"If education is to develop human nature so that it may attain the object of its being, it must involve the exercise of judgement"

INDIAN PHILOSOPHERS



SWAMI VIVEKANANDA



Swami Vivekananda was a Hindu monk and one of the most famous spiritual leaders in India. He was born as Narendranath Datta on 12 January 1863, in Kolkata, India. He was more than just a spiritual mind, he was a prolific thinker, great orator and passionate patriot. The young monk and his teaching have been an inspiration to many, and his teachings have become goals of self-improvement especially for youth of the country.

“The very essence of education is concentration of mind”

“Learn everything that is good from others but bring it in, and in your own way absorb it; do not become others”



SARVEPALLI RADHAKRISHNAN

Dr. Sarvepalli Radhakrishnan was born in Indian town of Tirupati on September 5, 1888. He was an Indian philosopher and statesman who served as the second president of India. He was one of the most recognized and influential Indian thinkers in academic circles in the 20th Century.



“Teachers should be the best minds in the country”

“Books are the means by which we build bridges between cultures”

AMARTYA SEN



Amartya Sen was born on November 3, 1933 in Santiniketan, India. He is an Indian economist and philosopher who was awarded the 1998 Nobel prize in Economic Sciences for his contributions to Welfare economics and social choice theory and for his interest in the problems of society's poorest members.

“If jobs are important,
education is important”

“Education can really transform
the insecurities in the world
into a bigger vision of what
we are as human beings”

JIDDU KRISHNAMURTI

Jiddu Krishnamurti was born on 11 May, 1895 in Andhra Pradesh, India. He is regarded as one of the greatest philosophical and spiritual figures of the 20th century. He claimed no allegiance to any caste, nationality or religion and was bound by no tradition. His purpose was to set humankind unconditionally free from the destructive limitations of conditioned mind.



“The function of education is to help you from childhood not to imitate anybody, but be yourself all the time”

“Education is not only learning from books, memorizing some facts, but also learning how to look, how to listen to what the books are saying, whether they are saying something true or false”





SRI AUROBINDO

Sri Aurobindo was an Indian philosopher, yoga guru, maharishi, poet and Indian nationalist. He was also a journalist, editing newspapers such as Vande Mataram. He has also wrote many books on religion, philosophy and Indian culture.

“The first principle of true teaching is that nothing can be taught”

“A teacher should be like kunch-light”

EDU 302.1 (EDU 203)

Action Research

^{ee} A Study on the Problems Faced by
Students in Learning Biological Terms
and Concepts

Submitted to,
Ms. Anu Clectus
Assistant professor

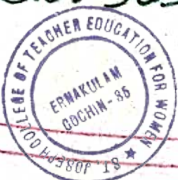


Submitted by,
Akhitha Sebastian
Natural Science



Submitted on,
06/01/2023

St. Joseph College of Teacher Education
for Women, Ernakulam



**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR
WOMEN**


ERNAKULAM, KERALA

CERTIFICATE



This is to certify that **Akhitha Sebastian (Reg: 213240112334)** of St. Joseph College of Teacher Education for Women Ernakulam, has completed action research entitled as “A study on the problems faced by students in learning biological terms and concepts” for the partial fulfilment of the requirement for the award of the B.Ed. degree course during the academic year 2021-2023.




Teacher in Charge

Date: 6/2/2023
Place: Ernakulam



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INTRODUCTION

Research is a process to discover new knowledge to find answers to a question. The word research has two parts, 're' which means 'again' and 'search' means 'find', which denote that we are taking up an activity to look into an aspect once again or we want to look for some new information about something.

" Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies.

- Parsons and Buxton (2002).

Action research is a process especially adopted for the improvement of teaching-learning situation. It is a deliberate, solution-oriented investigation that is done in a group or personally. The terms 'action' and 'research' highlight the essential features of this method; where action means trying out new ideas in practice for improving the curriculum, teaching and learning process and the word research means finding a solution to a problem systematically. It can be said that



action research, approaches education as a unified exercise. It recognizes the teacher in a class as the best judge of his or her total educational experience. It is a powerful method of bridging the gap between theory and practice. Action research is participant-driven, collaborative and reflective.

The very basis of action research is involvement and the educational basis of action research is an improvement. The operation of an action research demand changes. Action research means action both in the system under consideration, and of the people involved in that system. The problems in action research primarily relate to time, situation, place, method of teaching, etc. The solution which is to be found out through, thorough investigation. Problems related to classroom discipline, language pronunciation, problems related to different topics, difficulty in understanding concepts in different school subjects, etc all fall under the scope of action research.

Action research generates knowledge around inquiry in practical educational contexts and allows educators to learn through their actions with the purpose of developing personally or professionally. It contributes significantly to the professional stance that teachers may adopt because it encourages them to determine the dynamics of their classrooms, ponder the actions of students, challenge existing practices, and take



risks in the process. Action research is largely developing the professional disposition of teachers by encouraging them to be continuous learners in their classrooms and of their practice.

In this modern era of science and technology the knowledge of science is very important for human beings. All the aspects of human needs and behaviour are governed by the basic knowledge of biology. The subject of biological science is valued the most for its practical application in the day to day life of human beings. The food we eat, the cleanliness we follow, sanitation measures we take, the healthy habits we inculcate, the agricultural methods we utilize, the industrial processes we develop are all based on application of scientific principles related to biological science. As biology revolves around our daily lives it's very important to get an in-depth understanding about the subject in a correct way.



NEED AND IMPORTANCE OF ACTION RESEARCH

Action research generates knowledge around inquiry in practical educational contexts. It allows the educators to learn through their actions with the purpose of developing personally or professionally. The following points make clear the need and importance of action research.

- * Action research is essential to improve and to modernize the traditional systems of the school.
- * For creating democratic values in the pupils and the teachers.
- * For filling the gap between pupils and the society and to improve the mutual relationships.
- * For studying and finding the solutions to the adjustment problems of the pupils in the schools.
- * For developing scientific attitude in teachers, principal, supervisors etc, of the school.
- * Action research is must for developing self-confidence among the school teachers. This will also make them aware of methods to overcome their errors and weaknesses.
- * Action research is important to make progress in the achievement of the pupils in each area



- * It helps in making the surrounding conditions and environment quite conducive to proper teaching and learning.
- * The results of such research findings can be best utilized for improving their world of work and developing them professionally as much as possible.
- * It helps a teacher to engage in intellectual pursuits and thus becomes a continuous learner.
- * Generates new understanding from a grassroots perspective, firmly tested and built through action practice of its participants.
- * It helps in reducing wastage and stagnation in the teaching-learning process by developing progressive outlook and bringing the flexibility in the school programme.



STEPS OF ACTION RESEARCH

In designing and conducting action research, project the following steps are used.

1. Identification of the problem:

A researcher should decide exactly what to study. Since personal and professional experiences are so central to teacher-initiated action research, possible topics for investigation might be anything about one is curious, that piques interest, or that intrigues one in any way. The investigator should realize the seriousness of the problems.

2. Definition and delimitation of the problem:

After identifying the problem it should be defined. So the action and goal may be specified. The delimitation means to localize the problem in terms of class, subject, group and period in which a teacher perceives the problem.

3. Analysing the causes of the problem:

The causes of the problem are analyzed with the help of some relevance. The nature of causes are also analyzed whether it is the control or beyond the control of the investigator. This helps in formulating action hypothesis for the study.

4. Design for the action hypothesis:



The design is developed for testing the most important action hypothesis. Some action may be taken and their results are observed. If the hypothesis is not accepted second design is developed for testing the hypotheses. The design of action research is flexible and can be design at any time according to the convenience of researcher.

The accepting or rejecting action hypotheses leads to draw some conclusions. The conclusions are useful in modifying and improving the current practices of school and classroom teaching.



CHARACTERISTICS OF ACTION RESEARCH

Action research is :

- * a process that improves education, in general by incorporating change
- * a process involving educators working together to improve their own practices.
- * persuasive and authoritative since it is done by teachers.
- * collaborative
- * planned, systematic approach understanding the learning process.
- * open-minded
- * critical analysis of educational places of work.
- * cyclical process of planning, acting, developing and reflecting.
- * a scientific procedure for finding out practical solution grounded in real life experience
- * focused on the immediate problems and their solutions within the available resource.



OBJECTIVES OF ACTION RESEARCH

Teachers conduct an action research to :

- * Support their professional development
- * Reflect on and assess their teaching process.
- * Explore and test new ideas, methods and materials
- * Assess how effective the approaches used were.
- * Improve the professional practice through continual learning and progressive problem solving.

know what is actually happening in their classrooms, what learners are thinking, why learners are reacting in the ways they do.

Helps teachers to become research-minded.

To find out effective and immediate solutions.



STATEMENT OF THE PROBLEM

The topic which I took for my action research is
"A Study On the Problems Faced by
Students in Learning Biological Terms
and Concepts"

BACKGROUND OF THE STUDY

During the school internship at St. Teresa's CGHSS, Ernakulam I got the opportunity to teach the students of class IX B. I already know about the students in the class and their level of understanding they have in the subject biology because for my induction programme in second semester I had to take classes for these students. After two to three classes, I checked their notebooks and found out that students find difficulty in writing the correct spellings of the biological terms. Moreover students struggles with words that look alike and that makes the comprehension of scientific concepts difficult for them. When I asked them to define the alike terms they had already learned and about their current learnings, the students hesitated to answer. Then, I realized.



need of examining the cause for decreased responses in the class as well as to adopt proper remedial measures.

OBJECTIVES OF THE ACTION RESEARCH

The major objectives of the study are :

- * To find out the reason behind the decreased responses in defining the biological terms.
- * To find out the level of understanding of the concepts related with biological terms.
- * To understand the errors students make while writing the biological terms.
- * To implement various measures to overcome their challenges in learning biology.
- * To develop skills, knowledge, interest, application and understanding through teaching biology.



NEED AND SIGNIFICANCE OF THE STUDY

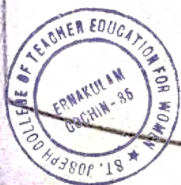
Biological science deals with study of living organisms, their living environment and various interactions between living things and environment. It includes many abstract concepts, facts, terms, processes and events that students have to learn. It is a subject that builds upon itself, so it is very essential to understand the basic concepts properly before one can understand the more complex one. Moreover students find difficulty in writing correct spellings of biological terms. The technical vocabulary can also become a barrier to student understanding, based on either students' perceived lack of understanding of the terms or their poor performance at defining the terms. Thus there is a high need in learning and mastering vocabulary and meaning of biological terms.



CAUSES OF THE PROBLEM

There are many reasons why students struggle in learning biology.

- * Technical vocabulary is the most troublesome for biology learners.
- * Remembering a large amount of information
- * Unfamiliar concepts
- * Overloaded biology curricula
- * The abstract and interdisciplinary nature of biological concepts.
- * Teacher's styles of biology teaching
- * Teachers methods and techniques used for teaching.
- * Nature of the topic
- * Students' learning and study habits
- * Student's feeling and attitude towards the topic
- * Lack of interest to learn
- * Lack of attention given by teachers.
- * Teacher doesn't check the student note books.
- * Teachers doesn't provide homeworks to the students.
- * Confusion with terms that look alike.



METHODOLOGY

As part of BEd practical I was supposed to do an action research in the school that was allotted to do internship. I did my internship at St. Teresa's CGHSS, Ernakulam. During the first few weeks of the internship I found out that students making mistakes in the spellings of biological terms. Similarly they were unable to define the terms that look alike. Thus for identifying the problem I conducted a pre-test to understand their learning difficulties. Then the students were given appropriate remedial teaching to overcome their issues. Then a post-test was conducted to check their improvement in studies. The study was done among 25 students of class 1x B. During the first week the problem was identified and the pre-test was conducted in 2nd week. The 3rd week and 4th week were used to teach the students by using effective biological teaching methods. During 5th week the post-test was conducted to check the improvement of student learning.



FORMULATION OF ACTION HYPOTHESIS.

The following action hypothesis were formulated

Null hypothesis: (H_0) There is no significant difference in learning biological terms using effective biology teaching methods.

Alternative hypothesis: (H_1) There is significant difference in learning biological terms using effective biology teaching methods.



ACTION PLAN

The students of class IX B of St. Teresa's HSS, Ernakulam were identified with difficulties such as making spelling errors in biological terms and showed inability to define the terms that look alike. As part of the action plan the following effective methods for teaching biology was adopted.

Highlighting the difficult words :

Students were asked to find out the difficult words that they come across while reading the textbook. Because highlighting enables to draw attention to that particular word and helps to review it later.

Checking the notes and homeworks :

Students are given notes to get the indepth understanding of a particular topic. The homework enables to understand their level of learning. Homeworks are given in all biology classes and they were asked to write it in their own words. The notebooks are checked on a regular basis to find out the spelling errors and how much they have grasped a particular topic.



Using e-content and other visual aids.

Teaching biological concepts through visual materials such as pictures, charts, models, videos and other multimedia can help the students to retain the knowledge for a long time and thus remember or recall information much more easily.

Students were shown a video of around 5 minute duration to understand the working of heart so as to distinguish between pulmonary artery and pulmonary vein. A chart on structure of nephron was used to understand about the afferent and efferent vessel. The difference between nephritis and nephridia was also taught by using a video material to the students. A working model of human excretory system was made to understand about the functioning of water and urethra. Meiosis and mitosis was taught using apt pictures using Powerpoint slides.

Write and learn methods:

Students who have severe learning difficulty is made to learn by writing the difficult terms 10-20 times in their notebook. Moreover they are asked to write the definition of terms in note to learn.



Questioning:

Questioning is a very effective strategy in meaningful learning and motivation. It reveals about the quality of students thinking and conceptual understanding, their confusion about various concepts, their knowledge about the past topics and to get actively involved in lessons. Students are asked questions on regular basis to check their level of understanding.

Connecting with daily life :

Biology learning becomes effective when it is taught by connecting with daily life. Because it can help them to learn in more meaningful way. Providing examples from real world or students' daily lives can make students recognize easily what is being taught and they can understand and learn topics easily.



DATA COLLECTION

Pre Test :

A pre-test was conducted as a primary tool. The question paper was prepared for a total mark of 20 which had 15 questions in total. The A part had 10 questions which carried 1 mark each. The B part had 5 questions and each question carried 2 marks. The study was conducted among 25 students in the class.

Post test :

After the pre test, students were provided with remedial teaching. Then another test, post test was conducted. The scores of the pre test and post test were analyzed to evaluate the level of student understanding.



Scores of Pre test and Post test

Sl. No	Name of the Student	Pre-Test: scores (Out of 20)	Post-Test: scores (Out of 20)
1	Aayisha Shakeer	11	18
2	Aneesa . P.T	5	13
3	Anjana Viju	9	18
4	Ann Mary CJ	7	15
5	Anusree T.S	4	18.5
6	Betty Sara Benny	13	20
7	Bhavya P.	10	20
8	Carmel Adosin Louis	6	17.5
9	Dayana Antony	6	18
10	Devananda Prasad	2.5	12
11	Ellen Prince .	9	16.5
12	Gayathri Aravind	10	18
13	Liya Jose	5	16.5
14	Niharika Prajeesh	9	17.5
15	Niya Liswin	6.5	14
16	Oshin Bindh	7	17
17	Pawani . Chandak .	3	15
18	Riyana Shaji	8	19
19	Roma Byju	5	17
20	Sana Mary	6	18
21	Sandua . K.H	9	19
22	Malavika . D	10	20
23	Neha Maniya	5.5	18
	Thomas	14	20
	Trisha Niya F.	11	19



STATISTICAL ANALYSIS

The paired t test was done to analyse the test

value and statistical significance:

The two tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant.

Pre test results:

$$\text{Total Score of the students} = \sum x = 191.5$$

$$\text{Total number of students} = N = 25$$

$$\text{Mean} = \frac{\sum x}{N} = \frac{191.5}{25}$$

$$= \underline{\underline{7.66}}$$

Post test results:

$$\text{Total score of the students} = \sum x = 434.6$$

$$\text{Total number of students} = N = 25$$

$$\text{Mean} = \frac{\sum x}{N} = \frac{434.6}{25}$$

$$= \underline{\underline{17.38}}$$

Confidence interval:

The mean of pre test minus post test equals -9.720

98% confidence interval of this difference: From -10.612 to -8.828



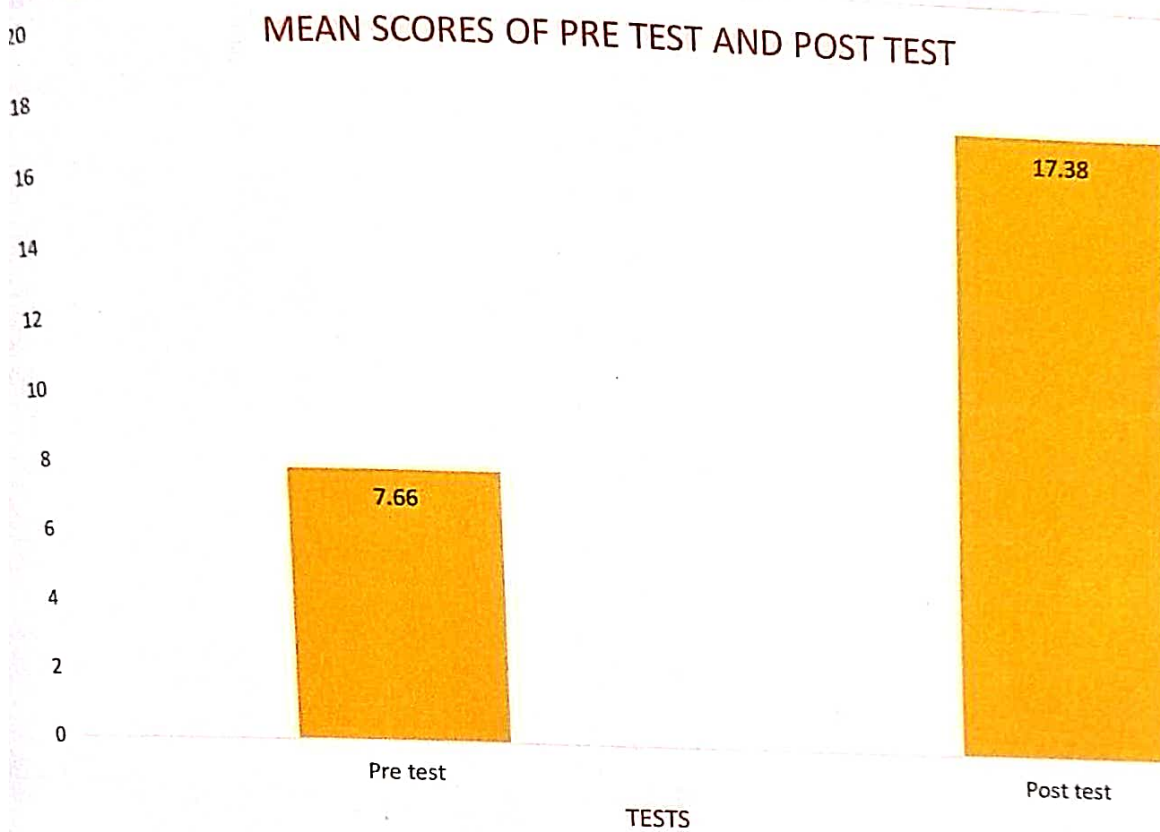


Figure 2: The graph showing the mean scores of pre test and post test



DISCUSSION AND INTERPRETATION OF DATA

The mean scores of students pre test and post test was calculated. The mean score of the students after the pre-test was 7.66 and that of post test was 17.38. The t-test as well as the graphical representation of the test scores and mean scores shows that students have improved in their learning skills. The P value obtained was less than 0.0001 which shows the difference is considered extremely statistically significant. The results clearly depict that students were able to write the spellings of biological terms properly as well as to define the words that look alike by proper understanding of the concepts.



FINDINGS OF THE STUDY

Major findings of the study can be summarized as follows:
The pre-test scores reveals that some students find learning biology is hard.

Learning biology can be hard because it is a vast subject and students may find difficulty remembering a large amount of information.

Understanding biological systems and processes is also difficult.

Learning and mastering vocabulary was given lower priority in the classroom, potentially leading to deficits in understanding and negative impacts on scientific literacy.

Students find difficulty in learning new vocabulary and memorizing the correct spellings.

Students also get confused with the definition of many biological terms that look alike.

The post test results shows that proper interventions can make drastic changes in their learning problems.

By using proper teaching technique and tools biology lessons can be made interesting and students could retain for a long time.



SUGGESTIONS AND RECOMMENDATIONS

- * Teaching with visual materials can provide more concrete meaning to words, show connections and relationships among ideas explicitly provide a useful channel of communication and memorable images in student minds and make lessons more interesting to the students.
- * Students must be asked to repeat the new vocabulary again and again and make them to write and learn.
- * Practical work allows students to learn the topics through various cognitive activities such as doing, watching, touching, talking and thinking.
- * Students should be given problems or questions to solve regularly.
- * In order for the students to retain the information, repeating and reviewing the knowledge regularly helps the students to recall biological knowledge much more easily.
- * Biology learning can be made effective by teaching the topics by connecting it with daily lives.
- * Finish the class by giving a summary.
- * Students should be asked to answer the questions on a regular basis.
- * Teacher should check their notes properly.



CONCLUSION

Action research is the most appropriate method ensuring professional development of teacher. It is vital in enhancing the reflective teaching process as it enhances awareness. By carrying out action research, one ensures that needs of the students are met through the adoption of most appropriate teaching practices. Overall the action research sought to determine the learning problems faced by students while learning biological terms and concepts. The students find difficulty in writing correct spellings and defining confusing biological term. The study also paved way to understand various methods in order to teach biology effectively, and make the students learn it in a proper way.



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APPENDIX

1. Write the correct spellings of the words. Each question carries 1 mark.

1. SPHYGMOMANOMETER
2. DIAPHRAGM
3. EMPHYSEMA.
4. MICTURITION
5. CHOLESTEROL.
6. ATHEROSCLEROSIS
7. TRACHEIDS
8. BRONCHIOLE
9. STERNUM
10. SIEVE TUBE.

2. Define the following terms. Each question carries 2 marks.

1. Nephritis and nephridia
2. Pulmonary artery and pulmonary vein.
3. Affluent vessel and efferent vessel.
4. Ureter and Urethra.
5. Meiosis and Mitosis.



RESEARCH PROPOSAL

ON

"A STUDY ON THE FACTORS AFFECTING
STUDENTS' INTEREST IN LEARNING MATHEMATICS
AMONG HIGH SCHOOL STUDENTS"

Submitted by

AKHITHA SEBASTIAN

Natural Science

Reg No : 213240112334

Under the guidance of

ANU CLEETUS

Asst. Professor,

St. Joseph College of Teacher Education
for Women, Ernakulam.


16/7/22

ST. JOSEPH COLLEGE OF TEACHER
EDUCATION FOR WOMEN, ERNAKULAM

2022 - 2023



RESEARCH PROPOSAL

ON

"A STUDY ON THE FACTORS AFFECTING STUDENTS' INTEREST IN LEARNING MATHEMATICS AMONG HIGH SCHOOL STUDENTS"

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INTRODUCTION

Mathematics is a science of magnitude and number that is very useful in all subject areas. This is because all fields of studies are dependent on it for problem solving and prediction of outcomes. Thus mathematics is an indispensable subject in school curriculum. However, there is a common belief that majority of the students dislike mathematics, owing to many factors related to instruction and learner's cognitive, affective and psychomotor attributes, subject matter and learning environment. The factors can positively or negatively influence the students' learning attitude as well as their interest towards the subject.

A positive attitude can have a positive effect on the students' achievement in mathematics whereas a negative attitude can make the students to dislike learning the subject. The student's attitude play an important role in succeeding in the subject and continuous efforts from the side of the teachers can also cultivate the students' interest and commitment in learning mathematics.



NEED AND SIGNIFICANCE

Students in general tend to dislike mathematics more than other subjects. Experiences of the student's in their academic life affect their perceptions, belief and opinions towards mathematics. Student's attitude towards the subject mathematics can be influenced by many factors and these factors have a relevant role in their learning process. Some students tend to respond to it with less confidence, negative feeling and anxiety. It is really important to have a positive attitude towards the subject for their success. An understanding on the factors that influence the students interest in maths can help to identify their difficulties and to employ more effective strategies to make them learn the subject. The rationale of this study is to understand the factors that influence students interest in learning mathematics among high school students.



REVIEW OF RELATED LITERATURE

Grafor and kurukkam (2015) conducted a study to understand why the high school students feel mathematics as a difficult subject among fiftyone students of ninth grade in Malappuram district. The study revealed that the main reason for the hatred towards maths were difficulty in understanding the subject, poor instruction and demand of more time to grasp.

In the study conducted by Aquilau (2021) depicted the reasons for high school students to have a negative attitude towards mathematics. The study took place among 350 students of grade 11 and grade 12 in a private institution located in North Mexico. The instrument used for the survey was a questionnaire. The student's self-perception about their mathematical knowledge was the most relevant factor that determine their attitude towards the subject.

Devadas and Lay (2017) revealed in their study that perceived parental influences, teacher affective support and classroom instruction are significant predictors of attitude toward mathematics. A total of 318 high school students of a school in Kota Kinabalu, Sabah participated in the study. The study was conducted with the use of questionnaire to collect the quantitative data.



Yusuf, Karim, Rashid and Mohamed (2019) revealed in their case study on factors affecting students' achievement in mathematics revealed that there is an association between students' achievement in mathematics based on students' attitude, student centered learning and classroom environment. The population of the study included students who took mathematics as their main subject. Eight six students were selected and questionnaire method was adopted.

STATEMENT OF THE PROBLEM

The problem is stated as "A STUDY ON THE FACTORS AFFECTING STUDENTS' INTEREST IN LEARNING MATHEMATICS AMONG HIGH SCHOOL STUDENTS".

OPERATIONAL DEFINITION OF KEY TERMS

a. Mathematics :

The science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations and generalizations.

b. Factors :

A circumstance, fact or influence that contributes to a result.



c. Interest :

The feeling of wanting to know or learn about something or someone.

d. High school students :

Students who belong to the grades 8, 9 and 10.

OBJECTIVES OF THE STUDY

1. To identify the potential reasons why students dislike learning mathematics.
2. To understand the positive and negative factors that influence students' interest in learning mathematics.
3. To identify the interest in mathematics and the academic achievement in the subject.



HYPOTHESIS FORMULATED FOR THE STUDY

There is a significant relationship between the subject mathematics and different factors that influence students' interest in learning mathematics among high school students.

METHODOLOGY

Methods adopted for the study :

A nonnormative survey method will be adopted for the survey.

Sample selected for the study :

A sample of 100 students at high school level will be selected for the study.

TOOLS TO BE USED FOR THE STUDY

1. Questionnaire
2. Rating scale
3. Graphs.



PROCEDURE

A normative survey method is to be used in the study. Sample selected for the survey is 100 high school students and they are expected to complete a questionnaire that is specifically structured to gather information on the interest of students in learning mathematics and the factors that influence their attitude towards the subject. The data collected data will be interpreted with the help of qualitative analysis.

SCHEME OF WORK

Review of related literature	: 2 weeks
Preparation of tools	: 2 weeks
Data collection	: 2 weeks.
Analysis of data	: 2 weeks.
Preparation of reports	: 2 weeks.
Total	: 10 weeks.



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**TEACHING COMPETENCY OF STUDENT TEACHERS IN
RELATION TO THEIR SELF ESTEEM AND APTITUDE
TOWARDS TEACHING**

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Date : 13/05/2022



INTRODUCTION

Education is a vital element in the development of an individual into a "human being" as life is a continual process. Education is defined as a process of imparting the necessary knowledge, skills, and attitudes to enable individuals to deal effectively with their society and to achieve life success. Any society is depended on the dynamic of its educational system for gradual development and progress. The contributors towards the development of educational system are policy makers, administrators, educationist and most importantly teachers. The central factor of any educational system is the child or the student or the learner and it is the teacher who contributes to the development of the learner. Teachers are the key factors in an education system. It is a well-known fact that their subject knowledge has an influence on students' learning in the classroom settings. In addition to the subject knowledge of the teachers' personality and behaviour are also significant contributors to the teaching and learning process for any discipline. The strength of an educational system largely depends upon the quality of its teachers. When one considers the large community of students to whom teachers impart knowledge and make skilled individuals to become good professionals and citizens of the nation, one would find that teaching emerges as the most important function of an institution. It has been repeatedly proved that the quality of teachers is not only detrimental in setting the quality of education but also in shaping the destiny of the nation.

Teacher education is an important component of education. An educational Institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for



implementation of the educational process at any stage. This shows that it is an imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Teaching competency is the function of planning, presentation, evaluation, closing and managerial skills. It requires multiple skills besides them. Teaching competencies are an outcome-based method for assessing teacher performance. The competency characteristics are useful for teacher training, licensure and professional development. Teaching aptitude means a teacher's ability or capacity to acquire skill or knowledge in teaching profession which includes motives for teaching, ability to establish rapport, attitude towards teaching etc. besides general and professional information essential to teaching success. The basic nature of aptitude is in contrast to achievement, which represents knowledge or ability that is gained. Aptitude refers to a combination of characteristics indicative of individual's capacity to acquire some specific knowledge, skill or set of organized responses to speak a language, to do mechanical work or to teaching profession. Self-esteem is the disposition to experience oneself as being Competent to cope with the basic challenges of life and of being worthy of happiness. Self-Esteem consists of two words Self and Esteem. Self is the core of personality, otherwise called the ego. It is the sum total of the personal awareness of the person himself. The interests and values with which he identifies himself along with his social perceptions are central to the self of the person. Esteem is defined as appreciation, worth, estimate of value. Thus, self-esteem is the package of belief that carry around in head, that have accepted to be the trust about oneself, whether it is or not.



Teaching competency is the function a set of variables such as intelligence, socio-economic status, gender differences, personality characteristics social acceptance, academic performance, self-control, empathy, sociability, teaching aptitude, emotional intelligence and adjustment etc. Some studies in India and abroad have been conducted on teaching competency, teaching aptitude, emotional intelligence, and adjustment which have revealed interesting results. Sharma. R.C., (1984) examined teaching aptitude, intellectual level and morality of prospective teachers and found a positive correlation between these variables. Bhasin Chanchal (1988) found that teaching aptitude had a significant positive correlation with teaching effectiveness but it had no direct relationship with teacher-community participation. Barathi.C and Navaneetha Krishnan. N. (2016) investigated a study of the relationship between self-esteem and academic achievement and found a positive relationship among secondary school student.

Effective teaching involves having sound meetings of mind of how and why certain activities lead to learning, and what factors influence their effectiveness. Only a combination of both subject-matters knowledge and an understanding for the nature of effective teaching itself can implement a solid foundation for effectiveness. There has been much debate among teacher educators has to how teachers' education can best foster effective teaching. Effective teaching is essentially on pins and needles with how a teacher can successfully bring about the desired pupil learning by some educational activity. The goals of an effective teaching may emphasize cognitive (intellectual) expressions of learning or effective (social, emotional, attitudinal) expressions of learning for short term or long-term goals. Education is a light that shows the society the right direction to surge. The purpose of education not just making student literate but adds unfrequented thinking, knowledgeably and self-sufficiency. When there is a willingness to change, there is hope for move forward in any field, creativity can be developed

and benefits of newness for both the students and teachers



NEED AND SIGNIFICANCE OF THE STUDY

National policy of education (1968) stated, “Of all factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend.” In the era of knowledge explosion where the world is characterized as global village the modern concept of teaching has become child centred. It covers learning and interaction of students with teacher. Thus, the teacher of nation has to shoulder new responsibilities which extend far beyond the boundary of the classroom. A competent teacher is an advantage of any organization and occupies the most significant place in an educational institution because they have ability to change the future of the nation. The hard work of a competent teacher act as a driving power though which the aims and objectives of teaching learning process are being achieved. And also, personality of teacher has the greatest influence in moral values development of students. The competent teacher makes sound and mature decisions as well as is aware of his duties. That’s why competency is the ornaments of teacher.

Teaching competency is the function a set of variables such as intelligence, socio-economic status, gender differences, Self-esteem, personality characteristics social acceptance, academic performance, self-control, empathy, sociability, teaching aptitude, emotional intelligence and adjustment etc. Some studies in India and abroad have been conducted on teaching competency, teaching aptitude, emotional intelligence, and adjustment which have revealed interesting results.



Sharma (2006) surveyed teaching aptitude in reference to teaching competence, academic achievement and towards teaching of B.Ed. pupil teachers. Findings showed that teaching aptitude of the pupil teachers was significantly correlated with their general teaching competency, professional interest and academic achievements and general teaching competency and professional interest of the pupil teacher significantly have an effect on their teaching aptitude.

Arumugam.G (2015) conducted a study to investigate the levels of Attitude towards Teaching Profession and self-esteem of B.Ed. students. The study reveals the fact that the level of self-esteem and attitude towards teaching profession at moderate levels. Further, it is noted that there is negligible correlation between self-esteem and Attitude towards teaching profession among B.Ed. students.

Janaki. (2015) investigated the teaching competency of B.Ed. student teachers in relation to academic achievement. The results received that there was no significant difference found in teaching competency among B.Ed. student teachers with respect to gender, age, locality, marital status and optional subjects. There was a significant positive relationship between teaching competency and academic achievement of B.Ed. student teachers.

From the above discussion it is crystal clear that teacher must have teaching aptitude, balanced emotion and well-adjusted in school as well as in the society so that he may be able to create perfect condition for teaching learning. It has been found that most of the researches conducted on teachers are related with issues like curriculum construction, their managerial skills, inter-personal relations etc. But very few studies have been found on variables like teaching aptitude, emotional intelligence and adjustment and that together as affecting factors of teaching competency. Therefore, it will be interesting to see the impact of these variables on teaching competency of secondary school teachers. Keeping in mind the importance of these



variables the investigator has taken the topic “A study of Teaching Competency of student teachers in Relation to their Teaching Aptitude and self-esteem.

STATEMENT OF THE PROBLEM

A competent teacher should exhibit the acquired potentialities through effective teaching. Teaching competency found positively correlated with teaching aptitude and self-esteem has found as component of teaching competency. The problem selected for the study intends to find out the different ways to improve teaching competency and its relation with teaching aptitude and self-esteem. Teacher educators should pave way for the proper development of Self- Esteem and must train to develop all the skills of teaching and make them competent in teaching. In the present time, it has been felt and seen that the teacher of the 21st century is not mentally sound and emotionally stable. Being mentally and emotionally healthy does not exclude the experiences of life which we cannot control. As humans we are going to face emotions and events that are a part of life. The present study would cater to the needs of the student teachers in developing their teaching competencies which there by enrich their professional information, interest in profession, attitude towards children and adaptability. Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India. Hence the research title is entitled as

TEACHING COMPETENCY OF STUDENT TEACHERS IN RELATION TO THEIR SELF ESTEEM AND APTITUDE TOWARDS TEACHING



DEFINITION OF KEYTERMS

Teaching Competency:

Teaching competency is the ability of a teacher manifested through a set of teachers' classroom behaviour and it's a resultant of interaction with students in a social setting. (Mathew 1978)

In the present study teaching competency of B.Ed. pupil teachers means the total score obtained by B.Ed. pupil teachers in the Teaching Competency scale. It is is the set of knowledge, abilities, skills and beliefs a teacher possesses and brings it into the teaching situation.

Student teacher

Student teachers are the teachers undergoing B.Ed. training courses for their professional development in Colleges of Teacher Education.

Self esteem

Self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness" (Brandt S,1969)

Self Esteem can be described as a value that process of information within self-imagination of an individual and it caused by an individual's beliefs about all attributes and characteristics within him or her.

Teaching Aptitude:



Aptitude, is as a condition, quality or set of one's characteristics indicates that an individual will be able to acquire under appropriate training, knowledge, skills or combinations of knowledge, understanding and skills such as the ability to participate in art or music, or existing skills, mathematical ability, or the ability to read and speak another language. (Traxler, 1957).

In the present study teaching aptitude of B.Ed. pupil teachers means the total score obtained by B.Ed. pupil teachers in the Teaching Aptitude scale.

OBJECTIVES OF THE STUDY

1. To study the level of teaching competency among student teachers
2. To study the level of self-esteem among student teachers
3. To study the level of teaching aptitude among student teachers
4. To find out the relationship between Teaching competency and self-esteem of student teachers for total sample
5. To compare the relationship between Teaching competency and self-esteem of student teachers based on the subsamples,
 1. Locality
 2. Type of management
6. To find out the relationship between Teaching competency and teaching aptitude of student teachers for total sample
7. To compare the relationship between Teaching competency and teaching aptitude of student teachers based on the subsamples,
 1. Locality
 2. Type of management
8. To compare the difference in Teaching competency and self-esteem of student teachers for subsamples
 1. Locality
 2. Type of management



9. To compare the difference in Teaching competency and teaching aptitude of student teachers for subsamples

1. Locality
2. Type of management

HYPOTHESES OF THE STUDY

1. There will be no significant relationship between teaching competency and self esteem among student teachers for total sample and subsample
2. There will be no significant relationship between teaching competency and teaching aptitude among student teachers for total sample and subsample
3. There is no significant difference between teaching competency and self-esteem among student teachers for total sample and subsample
4. There will be no significant difference between teaching competency and teaching aptitude among student teachers for total sample and subsample

METHODOLOGY OF THE STUDY

Method of the study:

Survey method will be adopted by the investigator to study Teaching competency of student teachers in relation with self-esteem and aptitude towards teaching.

Population:

As the present study deals with variables related to teacher preparation, the population for the study will be student-teachers of B.Ed. course of Mahatma Gandhi University, Kottayam.

Sample:



The sample selected for the study will be comprised of 300 student teachers from different B.Ed. colleges in Ernakulum district. While selecting the sample, due representation is given to variables like locality and type of management.

Variables of the study

The variables used in the study will be,

Dependent Variables

1. Teaching competency

Independent variable

1. Self esteem
2. Teaching aptitude

Demographic variables

1. Locality
2. Type of management

Tools used for the study

1. Teaching competency scale prepared and standardised by investigator
2. Self-esteem scale prepared and standardised by investigator
3. Teaching aptitude test (2002) by L.C Singh and Dahiya

Procedure



The present study will be conducted in teacher training institutes. The investigator after establishing a rapport with study samples, gives instructions about filling the tools and time limit. The answers will be kept confidential. The data collected will be consolidated and analysed using appropriate statistical technique.

Statistical techniques

In the present investigation following statistical techniques will be applied for the analysis of collected data

1. Correlation Analysis
2. T-test

Delimitation of the study

1. The study is conducted only in Ernakulum district.
2. Only two aided and two Self-financed and two CTE colleges affiliated to Mahatma Gandhi university will be considered.
3. The study only considered B.Ed. student teachers

Expected outcome

Teaching competency of student teachers has no significant relationship with teaching aptitude and self-esteem.



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"Let light be the Source of Enlightenment". The college has kept the torch of light ever burning with full of enthusiasm and empowered many young women who have passed out the portals of this Institution. The college which is situated in the heart of the City continues to sparkle as a precious gem on the crown of the Queen of the Arabian Sea. The institution's infrastructure is a unique blend of old and new with its serene surroundings. This academic year has witnessed an array of activities to equip our student teachers to face the drastic changes that has taken place in the whole Education Scenario. The College has ever tried to nurture its passion to grow into a Centre of Excellence. Hence

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Items Archived	100
Bitstream Views	5,901
Item Views	396
Collection Views	343
Community Views	879
User Logins	98
Searches Performed	30
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Preprint	0
Thesis or Dissertation	0
Research Paper	0



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(more than 20 times)

Item/Handle	Number of views
B.Ed Syllabus (MG University) (123456789/123) (http://localhost:9090/xmlui/handle/123456789/123)	31
Educational Psychology Second Edition (Kelvin Seifert and Rosemary Sutton) (123456789/37) (http://localhost:9090/xmlui/handle/123456789/37)	22

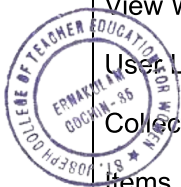
All Actions Performed

Top

Action	Number of times
Bitstream Views	5,901
file	5,311
Item Updated	3,583
Bitstream Updates	2,796
postgresql	2,373
//localhost	2,372
/home/dspace/etc/postgres, classpath	1,788
browse_mini	910
Community Views	879
Workspace Item Views	820
delete_metadata_value	736
Bitstreams Created	588
/dspace/etc/postgres, classpath	585
Bitstreams Added	535
Workflow Advanced One Stage	401
Item Views	396



Collection Views	343
User Home Page Views	280
Items Created	274
browse_by_item	259
Community List Views	252
authenticate	224
Bundles Added	212
Community Updates	186
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EPerson Group Updates	139
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notifyGroupofTask	2
with status	1
FATAL	1
Workflow Views	1
STATUS with status	1
System Integrity Error	1
Tasks Claimed	1
delete_eperson	1
Licence Rejections	0
OAI Requests	0

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User Logins

Top
(distinct addresses)

User	Number of logins
Address 3	60
Address 9	10
Address 10	7
Address 1	5
Address 7	4
Address 2	3
Address 11	2
Address 6	2
Address 4	2
Address 12	1
Address 5	1
Address 8	1

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Words Searched

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(more than 5 times)

Word	Number of searches
scope=null	28
null	24

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Averaging Information

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Average views per item	5
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Level	Number of lines
Warnings	3,474

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Operation	
Log Processing Time	20 seconds
Output Processing Time	0 seconds
Log File Lines Analysed	269,311 lines

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